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ABSTRACT

This home economics guide, for use at the secondary level, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes that develop a sense of family and personal responsibility toward the environment and help the student learn to use and preserve natural resources. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or subject levels. This guide focuses on aspects such as the consumer, housing, and family living. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive affective behavioral objectives, and suggested references and resource materials useful to teachers and students. (Author/TK)

ED100690

# ENVIRONMENTAL EDUCATION GUIDE

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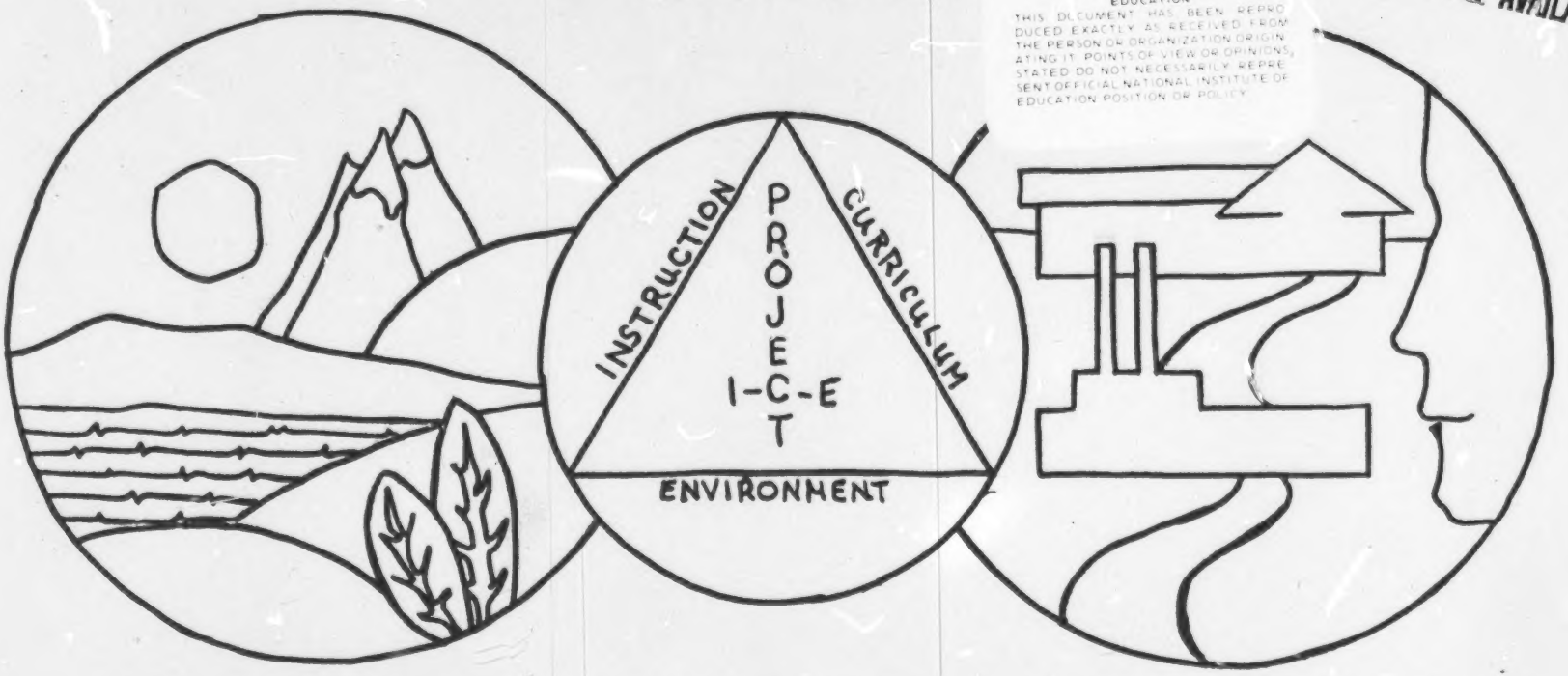


# HOME ECONOMICS 7-12

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## HOME ECONOMICS PREFACE

Families have and always will live in the environment. The family is the basic consuming and living unit within society. Students in home economics learning to use and preserve resources are also learning family responsibility. Ultimately the necessary, daily, individual acts are the family's contribution to valuing and saving the environment. We feel that it is our responsibility as home economists to instill in our student respect for the environment, so that future children will be able to enjoy the woods, waters, and other wonders we presently enjoy.

We have many ways to emphasize the environment while teaching basic home economics concepts. Students may visit the sewage treatment plant to see how wastes from the garbage disposal and other home wastes affect the water supply; compile, save and separate wastes from labs to determine a small measure of the waste problem; calculate the amount of electricity different home appliances use; or play a simulation game on community planning. These are just a few examples. On the following pages you will find more learning experiences, methods, and materials.

Remember, from a small acorn, mighty oaks grow.

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# FORWARD TO PROJECT I-C-E ENVIRONMENTAL EDUCATION GUIDES

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In 1969, the First Environmental Quality Education Act was proposed in the United States Congress. At the time of the introduction of that legislation, I stated:

"There is a dire need to improve the understanding by Americans of the ominous deterioration of the Nation's environment and the increasing threat of irreversible ecological catastrophe. We must all become stewards for the preservation of life on our resource-deficient planet."

In the three years since the Environmental Education Act was passed by the Congress, much has happened in the United States to reinforce the great need for effective environmental education for the Nation's young people. The intensive concern over adequate energy resources, the continuing degradation of our air and water, and the discussion over the economic costs of the war against pollution have all brought the question of the environmental quality of this nation to a concern not merely of aesthetics but of the survival of the human race.

The intense interest by the public in the quality of our lives as affected by the environment clearly indicates that we cannot just use incentives and prescriptions to industry and other sources of pollution. That is necessary, but not sufficient." The race between education and catastrophe can be won by education if we marshall our resources in a systematic manner and squarely confront the long-term approach to saving our environment through the process of education.

As the incessant conqueror of nature, we must reexamine our place and role. Our world is no longer an endless frontier. We constantly are feeling the backlash from many of our ill-conceived efforts to achieve progress.

Rachel Carson's theme of "reverence for life" is becoming less mystical and of more substance as our eyes are opened to much of the havoc we have wrought under the guise of progress. A strong commitment to an all-embracing program of environmental education will help us to find that new working definition of progress that is a pre-requisite to the continued presence of life on this planet.

- Senator Gaylord Nelson

# DIRECTIONS FOR USING THIS GUIDE

This guide contains a series of episodes (mini-lesson plans), each containing a number of suggested in and out of class learning activities. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Further, each episode offers subject area integration, multi-disciplinary activities, where applicable, both cognitive and affective behavioral objectives and suggested reference and resource materials useful to the teacher and students.

1. This I-C-E guide is supplementary in design--it is not a complete course of study, nor is its arrangement sequential. You can teach environmentally within the context of your course of study or units by integrating the many ideas and activities suggested.

2. The suggested learning activities are departures from regular text or curriculum programs, while providing for skill development.

3. You decide when any concepts, objectives, activities and resources can conveniently be included in your unit.

4. All episodes can be adapted, modified, or expanded thereby providing great flexibility for any teaching situation.

5. While each grade level or subject area has its own topic or unit emphasis, inter-grade coordination or subject area articulation to avoid duplication and overlap is highly recommended for any school or district seeking effective implementation.

This total K-12 environmental education series is the product of 235 classroom teachers from Northeastern Wisconsin. They created, used, revised and edited these guides over a period of four years. To this first step in the 1,000 mile journey of human survival, we invite you to take the second step--by using this guide and by adding your own inspirations along the way.

# PROJECT I-C-E TWELVE MAJOR ENVIRONMENTAL CONCEPTS

1. The sun is the basic source of energy on earth. Transformation of sun energy to other energy forms (often begun by plant photosynthesis) provides food, fuel and power for life systems and machines.

2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

3. Environmental factors are limiting on the numbers of organisms living within their influence. Thus, each ecosystem has a carrying capacity.

4. An adequate supply of clean water is essential to life.

5. An adequate supply of clean air is essential for life.

6. The distribution of natural resources and the interaction of physical environmental factors greatly affect the quality of life.

7. Factors such as facilitating transportation, economic conditions, population growth and increased leisure time influence changes in land use and population densities.

8. Cultural, economic, social, and political factors determine man's values and attitudes toward his environment.

9. Man has the ability to manage, manipulate and change his environment.

10. Short-term economic gains may produce long-term environmental losses.

11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.

12. Each person must exercise stewardship of the earth for the benefit of mankind.

A "Concept Rationale" booklet and a slide/tape program "Man Needs His Environment" are available from the I-C-E RMC to more fully explain these concepts.

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

**Environmental:** *Integrated with:*

**CONCEPT NO.** 4 - Water *UNIFYING AREA* Management of Personal and Family Resources

**ORIENTATION** Water Resources *SUBSTANTIVE AREA* Housing

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Comprehends the effect of household water consumption on environment.

**Affective:**

Develops a personal plan in the use of household water.

**Skills Used:**

1. Comparing
2. Computing
3. Reporting
4. Drawing conclusions

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Students list all appliances in the home which use water.
   1. Compare the amount of water used in various types of washing machines, floor scrubbers, humidifiers, dishwashers, etc.
   2. Students note the amount of water used in the family washing machine for one week and calculate the amount which could be saved by running only full loads or using a suds saver.

B. Students introduce small amounts of algae into beakers of water and add varying amounts of phosphorous to discover how phosphate detergent waste affects the environment.

C. Students list recommendations for conserving water in the household by using appliances with care.

**Outside or Community:**

A. County Extension agent to talk about methods of conserving water in the home.

B. Appliance dealers to talk about water use and features of different water using appliances in the home.

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|

**Publications:**

Consumer Reports Yearbook, 1971
(water consumption)
Home Appliances (Better Business Bureau)
What You Can Do About Water Pollution,
#7700-088.
Consumer Product Information
P. O. Box 1205
Arlington, Virginia 22210.
Tragedy in the Laundramat, I-C-E RMC.
Planning Your New Water System,
Flint & Walling Manufacturing.
Guide to Modern Water Service, Gould's
Pump.

**Audio-Visual:**

City Water Supply, BAVI.
Water Supply, BAVI.

**Community:**

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**Environmental:**

CONCEPT NO. 6 - Resources

ORIENTATION Family Resources

*Integrated with:*

*UNIFYING AREA* Personal & Family Relations

*SUBSTANTIVE AREA* Consumer

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Infers the role the availability of resources plays on the quality of family life.

**Affective:**

Appreciates the role the availability of resources plays on the quality of family life.

**Skills Used:**

1. Researching
2. Listing
3. Graphic illustration
4. Role playing
5. Writing

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Students research and list family kitchen equipment in ancient, medieval, pioneer and modern kitchens. Example -
   1. Ancient - bowl and mortar
   2. Pioneer - cast iron pan
   3. Modern - dishwasher, electric percolator

B. Students make a bulletin board of types of outside construction of homes in different parts of the world and discuss the natural resources needed to make these homes. Example -
   1. Paper house - Japan
   2. Wood - U.S.
   3. Adobe - Mexico
   4. Stone - Europe

C. Students role play a typical day's activities in different historical eras. Example -
   1. Ancient - women gather berries, roots, etc. skins and cleans husband's "catch," cooks, washes clothes in river and tends the fire.
   2. Modern - woman puts toast in toaster, plugs in coffee, curls hair with electric curlers, etc.

**Outside or Community:**

A. Speaker from State Historical Society.
B. Speaker from museum.
C. English teacher to discuss possible "essay forms" or to correct essays - with credit for Home Ec. and credit for English.

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(Continued)

| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br><br>Periodicals:<br>"Changing Times"<br>"Forecast"<br>"What's New In Home Ec?"<br>"Better Homes and Gardens"<br><br>**Audio–Visual:**<br><br>"Home Around the World," BAVI.<br>"Your Space Age Kitchen," Sears.<br>"New Room in Your Kitchen," Rubbermaid.<br><br>**Community:**<br><br>Old woman in area to talk about housework in olden days.<br>Utility company to talk about homes in the future. | In-Class: (Continued)<br><br>D. Students write an essay, "What my life would be like if half of the electricity, gas and water were not available."<br>E. Student foods lab where students cannot use electrical appliances or hot tap water. |

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

**Environmental:**

**CONCEPT NO.** 4 - Water

**ORIENTATION** Water Resources

*Integrated with:*

*UNIFYING AREA* Personal & Family Relations

*SUBSTANTIVE AREA* Consumer

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Proposes ways to conserve an adequate supply of water essential for family living.

**Affective:**

Develops changes in living to conserve an adequate supply of water for future use.

**Skills Used:**

1. Listing
2. Viewing
3. Listening
4. Synthesize
5. Follow up

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. View and discuss filmstrip, Water Pollution - A Complex Problem.

B. Students list all uses of water in everyday life. i.e. food preparation, food processing, bathing, washing dishes, disposal, etc.
   1. Categorize into natural, industrial, sewage, thermal pollution.

C. Students view and discuss film, Third Pollution, to see how communities can help manage and eliminate water pollution.

D. Invite a cookware salesman to demonstrate waterless cookery.

E. Students propose ways to conserve water. i.e. bend float arm in toilet tank, quick shower, minimum bath water, use water from dehumidifier instead of throwing away, cut down or eliminate lawn sprinkling, suds saver, swim at lake or pool instead of home pool.

(Continued)

**Outside or Community:**

A. Visit sewage disposal plant to see how sewage water is treated before it is returned to water supply.

B. Visit water department to see how water is treated before it is piped to home or business.

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## SUGGESTED RESOURCES

**Publications:**

Water Pollution and You,
Wisconsin University County Ext.
What Every Woman Should Know and Do About Pollution, Betty Ann Ottinger, '70.
The House We Live In, An Environmental Reader, Sheridan Blau and Jolna V.B. Rodenbeck, MacMillan, 1971.
Your Environment and What You Can Do About It, A Citizen's Guide,
Richard Saltonstall, Jr.
Walker and Co., 1970.

(Continued)

**Audio-Visual:**

Third Pollution, #6928, BAVI.
What Are We Doing To Our World, #7251-7252, BAVI.
Ecology and Man Series, set of 3,
The Management of Water, I-C-E RMC.
Water Pollution - A Complex Problem, I-C-E RMC.

**Community:**

Sewage treatment plant.
Water department.

## CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (Continued)

F. Students compile proposals into a survey and distribute throughout community to see if people could accept the proposed ideas.
   1. Report findings back to class.

Publications: (Continued)

Everybody's Ecology, Shelley Grassman,
Grosset and Dunlap, New York, 1970.
What You Can Do About Water Pollution,
#7700-086, Consumer Product Information
P. O. Box 1205
Arlington, Va. 22210.

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Environmental:

CONCEPT NO. 8 - Values and Attitudes

ORIENTATION Family Resources

*Integrated with:*

*UNIFYING AREA* Management of Personal and Family Resources

*SUBSTANTIVE AREA* Consumer

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Analyzes the role of the consumer in terms of economic factors and the status of man's values and attitudes towards his environment.

**Affective:**

Assumes responsibility for consuming to protect the environment.

**Skills Used:**

1. Financial planning
2. Discussing
3. Identifying

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Students define the family.
B. Students discuss family and individual life cycle.
   1. Discuss how the family life cycle affects consuming habits. (Example - families with young children buy toys.)
   2. Discuss how the individual life cycle affects consuming habits. (Example - A young career girl buys many clothes, teenager buys many records.)
C. Students draw parallel flow charts of the individual and family life cycles.
   1. Child rearing stage
      a. Baby
      b. Preschooler
      c. School
      d. Preadolescent
      e. Young adult (launching stage)
D. Students brainstorm to determine what stages in the family and individual life cycle would be the happiest and why these times would be happy.
E. Students interview a variety of families to determine values in relation to the family life cycle.

(Continued)

**Outside or Community:**

A. Local bank official to speak on financial planning for families and individuals.
B. Small claims court judge to speak on financial problems common to many families.
C. Consumer consultant from State or University to speak on consumer buying habits.

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br><br>Erik Erikson, Childhood and Society,<br>Penny's Value Kit.<br><br>**Audio–Visual:**<br><br>Life cycle transparencies<br>"Forecast Marriage and Money"<br>Institute of Life Ins.<br>Basics for Family Living: Management,<br>BAVI.<br>Financing a New Partnership, Penny's.<br><br>**Community:** | In-Class: (Continued)<br><br>E. 1. When you were first married, what was most important to you?<br>2. When your first child was born, what was most important to you?<br>3. When you had preschool children what was most important to you?<br>Etc.<br>F. Students plan a household budget for a family at three different stages of the family life cycle to determine how many environmental resources are used at each stage.<br>G. Students list material things that would be purchased because of specific values and discuss how these purchases would affect the environment. |

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E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental:

*Integrated with:*

CONCEPT NO. 11 - Individual Acts — *UNIFYING AREA* Personal and Family Relations

ORIENTATION Waste Control Consumer Ed. — *SUBSTANTIVE AREA* Consumer

| BEHAVIORAL OBJECTIVES | STUDENT-CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br><br>Comprehends the role family waste disposal has on the environment. | A. Students record everything in the home tossed out, disposed of, etc. for one week.<br>B. Students classify garbage as burnable, solid, recyclable, in water or in air.<br>C. Students view and discuss the following films in terms of waste disposal and its effect on the environment: Junkdump, The Stream, Garbage, or The Gifts.<br>D. Students write laws that may feasibly be enforced in the near future for control of family wastes and discuss results of not following these laws.<br>1. Outlaws garbage disposals.<br>2. Limited lawn sprinkling, etc. | A. County planner - speak about current problems in waste disposal.<br>B. School janitor - speak to students about how they could help control waste in school.<br>C. Sanitation engineer - speak to students on how people can make his job easier by doing some things at home. Example - flattening cans, separating cans from paper, etc.<br>D. Concerned Housewives can provide speaker to talk on "Ecology in the Home." |
| **Affective:**<br><br>Accepts responsibility for disposing of family waste to protect the environment. | | |
| **Skills Used:**<br>1. Writing<br>2. Discussing<br>3. Viewing<br>4. Classifying<br>5. Recording | | |

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|

**Publications:**

Solid Waste Disposal,
Brown County Planner.
Solid Waste and You,
University of Wisconsin-Extension.

**Audio-Visual:**

Third Pollution, BAVI, #6928.
No Time to Waste, Filmstrip, kit,
I-C-E RMC.
Recycling Resources, filmstrip, kit,
I-C-E RMC.
Solid Waste - A New Pollutant,
filmstrip kit, I-C-E RMC.
Films:
The Gifts, I-C-E RMC.
The Stream, I-C-E RMC.
Junkdump, I-C-E RMC.
Garbage, I-C-E RMC.
Pollution is a Matter of Choice,
BAVI, #7483.

**Community:**

County planner.
Garbage collector.
Sanitary engineer.
Janitor.

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

*Integrated with:*

CONCEPT NO. 9 - Management — *UNIFYING AREA* Personal & Family Relations

ORIENTATION Resource Conservation — *SUBSTANTIVE AREA* Consumer

| BEHAVIORAL OBJECTIVES | STUDENT–CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br>Analyzes possible methods of managing family resources to preserve the environment. | A. Students brainstorm to discover resources their families are wasting, the environment. (Example - dusty backyard, thrownout food, clothes in the back of the closet, leaving lights on, flushing kleenex down the toilet, nearby parks, using canned pop, throwing out lawn clippings, etc.)<br>B. Each student chooses one form of family waste and researches methods of conserving this waste.<br>C. Each student make a little poster, cartoon, etc. to be used in the home as a reminder to save resources. (Example - Sign by bathroom light switch with old lady shaking her finger and saying "turn out the light.")<br>D. Students collect food scraps and make a new dish.<br>E. Students remake some clothing articles. | A. Class go on a field trip to municipal sewage plant. On the way home, stop at garbage dump or salvage yard to observe types of waste.<br>B. Class visit resale store to determine how items can be used.<br>C. Have a professional seamstress show how to remake clothes.<br>D. Institutional cook to speak on how to use leftovers. |
| **Affective:**<br>Forms judgments as to responsibility for managing family resources to preserve the environment. | | |
| **Skills Used:**<br>1. Brainstorming.<br>2. Researching.<br>3. Informal discussion.<br>4. Graphic illustration.<br>5. Food preparation.<br>6. Clothing remaking. | | |

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|

**Publications:**

Just What Are You Worth Today?
Better Homes and Gardens
1716 Locust Street
Des Moines, Iowa 50303.
A Place to Live,
National Audubon Society
950 - 3rd Avenue
New York, N. Y. 10022.

**Audio–Visual:**

Recycling Resources, I-C-E RMC.
The Junkdump, I-C-E RMC.
The Stream, I-C-E RMC.

**Community:**

Seamstress.
Institutional cook.
Sewage plant.
Garbage dump.
Salvage yard.
Resale store.

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

**Environmental:**

**CONCEPT NO.** 10 - Economic Planning

**ORIENTATION** Environmental Control Consumer Ed.

*Integrated with:*

*UNIFYING AREA* Personal & Family Relations

*SUBSTANTIVE AREA* Consumer

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Evaluate the effect short-term economic gains have on long-term environmental losses and their relationship to the family.

**Affective:**

Judges actions based on long-term environmental effects.

**Skills Used:**

1. Decision making.
2. Party planning.
3. Interviewing techniques.
4. Identification of goals.

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. List individual short-term and long-term goals. (Ex. - Short-term goal: engagement ring. Long-term goals: advanced education, new car.)
B. List 25 favorite activities and determine whether or not activities are helping to achieve short-term or long-term goals.
   1. Students make line graph using these factors in determining achievement of goals.
      a. Time
      b. Cost
      c. Recurrance
      d. Energy
C. Identify economic goals in case studies.
D. Students write situations that are economically inexpensive now but costly to environment in the long run.
E. Story building - 3 parts. Examples:
   1. Paper plates vs. dishes
   2. Pollution vs. recycling

(Continued)

**Outside or Community:**

A. Interview community business, political, etc. persons to determine short-term economic gain that would result in long-term environment losses. Sample questions:
   1. What are your specific economic goals?
   2. What are some methods you could employ to achieve economic goals?
   3. Do you see your business or industry as having any effect on the environment?
   4. What are some things you could do to achieve short-term economic gain which would result in long-term environmental losses?
   5. Do you see your business as having any effect on family life?
   6. Do family considerations have any effect on your hiring or firing policies?

Students use answers as a stimulus for discussion and student-teacher analysis.



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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br><br>Career Education in the Environment, I-C-E RMC.<br>A Handbook for Environmental Action--What Can I Do? I-C-E RMC.<br><br>**Audio-Visual:**<br><br>Conservation of Natural Resources, #0467, BAVI.<br>Conservation Road: Story of Our Natural Resources, #0468, BAVI.<br>Junkdump, I-C-E RMC.<br>Jobs, J. C. Penny.<br><br>**Community:** | In-Class: (Continued)<br><br>F. Plan and carry out a party that would have no long-term environmental effects.<br>G. Investigate career goals and evaluate in terms of economic gain, environmental loss and family life.<br>Example:<br>Career goal — farmer<br>Economic gain — questionable<br>Environmental loss — depends upon farming techniques<br>Family life — generally close knit |

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

CONCEPT NO. 8 - Values and Attitudes

ORIENTATION Allocation of Resources

*Integrated with:*

*UNIFYING AREA* Management of Personal and Family Resources

*SUBSTANTIVE AREA* Housing

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Analyzes the effects man's values and attitudes have on selecting housing.

**Affective:**

Weighs values and attitudes in selecting housing.

**Skills Used:**

1. Research
2. Viewing
3. Discussing
4. Computing
5. Graphic illustration

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Research and discuss the various types of housing.
B. View and discuss film, Homes Around the World.
C. Students bring rental ads to school.
D. Students compute total cost for renting. (Ex. - Security deposit, utilities, phone, rent, insurance, etc.)
E. Compute total cost of owning a mobile home. (Buying cost, license, taxes, lot rent, insurance, accessories, etc.)
F. Visit a mobile home dealership to compare styles, quality and price range.
G. Compute the cost of buying a house. (Initial cost, closing cost, moving, taxes, upkeep, landscape, insurance.)
H. Students make a bulletin board using computations and illustrations of owning a mobile home, renting and buying or building a home.
I. Based on the information above, students write a paper on the type of housing they would select and features they would include.

**Outside or Community:**

A. Students should contact:
   1. Contractor - on what to check when buying a home.
   2. Mobile home dealer - cost and style of mobile homes.
   3. Realtor - how to find a good place to live.
   4. Government housing authority to discuss subsidized housing.
   5. Consumer consultant from the state or from the university to speak on consumer housing trends.

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## SUGGESTED RESOURCES

**Publications:**

The House We live In, An Environmental Reader, Sheridan Blau and John V. B. Rodenbeck, MacMillan, 1971.
Homes With Character, Craig & Rush
Homemaking for Teenagers, Book 2.
Designs for Low Cost Wood Homes, #0101-0019 and
Selecting and Financing A Home, #0100-1127, Consumer Product Information P. O. Box 1205, Arlington, Va. 22210.
Morton, Ruth & others, The Home, Its Furnishings and Equipment, McGraw-Hill.
(Continued)

**Audio–Visual:**

Homes Around the World, BAVI, #4010. Visual Products Division. 3 M Co., 3 M Center, St. Paul, Minn. 55101.
Home Styles, Values and Goals
Attitudes & Manner: Their Influence on Accomplishments.
The Rational Decision - Making Process.
Home Management - Outside Influence.

**Community:**

## CONTINUED OR ADDED LEARNING ACTIVITIES

Publications: (Continued)

Housing Today, Helper, Donald E. and Paul I, Wallach, McGraw-Hill.
Buying or Selling Your Home, Denton, John H., Barrows, n.d.

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E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

**Environmental:**

CONCEPT NO. 3 - Carrying Capacity

ORIENTATION Urban Growth

*Integrated with:*

*UNIFYING AREA* Management of Personal and Family Resources

*SUBSTANTIVE AREA* Housing

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Analyzes the effect of exceeding city carrying capacity on quality of life.

**Affective:**

Believes in the importance of planning for land use.

**Skills Used:**

1. Map reading.
2. City planning.
3. Decision making.
4. Gathering facts.
5. Creative small group.
6. Problem solving.
7. Critical thinking.

## STUDENT-CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Students identify the problems that result in over-crowding urban areas. Ex. - crime, dumps, poor schools, substandard housing, unemployment, noise, pollution, traffic.

B. Read case studies on zoning regulations changes and how they affect residents. Ex. - Young couple moves into neighborhood and finds out an apartment developer is trying to build an apartment complex in the neighborhood--requires zoning regulation changes.
   1. Debate pros and cons
   2. Conclusive/decision

C. Students create own case studies in small groups.

D. Speaker or study of zoning regulations and city planning.

E. Students use simulation game, Man and His Environment.

F. Continuum play on the effects of over-crowding an area.

**Outside or Community:**

A. City Planner to speak to class about current problems in planning city, zoning regulations, etc.

B. Alderman to speak on "crowding" problems within his district.

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br><br>Population Bomb, Paul Erhlick.<br>A Good Life for All People, Year book, Dept. of Agriculture, 1971.<br>City and/or town maps--City or Town Halls.<br><br>**Audio–Visual:**<br><br>Man and His Environment, Simulation game, Coca Cola Co.,<br>Project I-C-E RMC.<br>Don't Crowd Me, BAVI.<br>City and It's Region, BAVI.<br>Cars or People, BAVI.<br>City in Crisis: What's Happening?, BAVI.<br>City Reborn, BAVI.<br>Expanding City, BAVI.<br>Living City, BAVI.<br>Urban, BAVI.<br><br>**Community:** | |

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

**Environmental:**

*Integrated with:*

**CONCEPT NO.** 9 - Management — *UNIFYING AREA* Management of Personal and Family Relations

**ORIENTATION** Environmental Quality — *SUBSTANTIVE AREA* Housing

| BEHAVIORAL OBJECTIVES | STUDENT–CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br>Proposes a plan for managing, manipulating, or changing an existing environment to contribute to family living. | A. List factors involved in improvement of environments.<br>1. Zoning, sewage treatment, planting trees, remodeling.<br>B. Develop a questionnaire for surveying community as to needs key problem and available organizations.<br>Sample questions:<br>1. How do elected officials stand on the matters of community needs, key problems and available organizations?<br>2. Is there a Planning Commission?<br>3. What regional organizations exist?<br>4. Is there a park and recreation department?<br>5. Is there an overall recreation program?<br>6. Is there an agency for air pollution control?<br>7. Is there an effective pesticide control?<br>8. How vigorous is the community's program for waste disposal?<br>9. Is there a conservation commission? | A. Guest speaker - elected officials to voice opinion on community needs, key problems and available organizations.<br>B. Chamber of Commerce, Better Business Bureau, Project ICE, CESA 9, to speak on environmental planning. |
| **Affective:**<br>Form judgements as to responsibility in managing, manipulating or changing an existing environment to contribute to family living. | | |
| **Skills Used:**<br>1. Interviewing<br>2. Planning<br>3. Recommending<br>4. Listing<br>5. Discussion<br>6. Map making | | |

(Continued)

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## SUGGESTED RESOURCES

**Publications:**

The Citizen's Advisory Committee on Environmental Quality,
1700 Pennsylvania Avenue, N.W.
Washington, D.C. 20006.

**Audio–Visual:**

BAVI 3849, Expanding City, $2.00.
BAVI 0887, Cities in Crisis, $7.50.
BAVI 6843, City Reborn, $3.50.
BAVI 2967, Living City, $4.00.
BAVI 1696, Place to Live, $3.00.
BAVI 1487, Urban Sprawl, $6.75.
BAVI 3345, All of the People, All of the Time, $5.00.
Junkdump, Project I-C-E, RMC.
Garbage, Project I-C-E RMC.
The Stream, Project I-C-E, RMC.

**Community:**

Elected officials.

## CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (Continued)

B. 10. Is there a local land trust?
   11. Is there a soil conservation district?
C. Draw conclusions as to desirability of neighborhood. List recommendations for community improvements.
D. Inventory fellow students, other teachers and staff members as to attitudes regarding the community.
   1. Do you feel this is a progressive or conservative community?
   2. Would you prefer to live in a progressive or conservative community? Why? or Why not?
E. Involve community members in recognizing existing problems--this could be done by means of a poster campaign.
F. Make paper mache' relief map of city and place toy houses, apartments, businesses, etc. according to zoning ordinances.

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

**Environmental:**

CONCEPT NO. 12 - Stewardship

ORIENTATION Urban Growth

*Integrated with:*

*UNIFYING AREA* Management of Personal and Family Resources

*SUBSTANTIVE AREA* Housing

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Comprehends that private ownership is stewardship and should not encroach upon or violate the rights of others.

**Affective:**

Accepts responsibility for environmental stewardship in relation to private home ownership and rights of others.

**Skills Used:**

1. Viewing and listening
2. Defining
3. Discussion
4. Writing

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. View filmstrip, The Housing Crisis and discuss.
B. Define term, stewardship.
C. Small groups
   1. Students write mystery stories introducing characters involved and depicting poor environmental stewardship and violation on the rights of others.
   2. Divide class into 2 teams, have narrator read mysteries and have teams guess "Who Done It."
D. Listen to song Little Boxes, and discuss housing development and its effects on the rights of others.
E. View and discuss filmstrip, The Urban Crisis.

**Outside or Community:**

A. Local government representative to explain local ordinances on:
   1. pet control
   2. snowmobiling
   3. lawn mowing and sprinkling
   4. snow blowing
   5. sump pump
   6. drainage field
   7. burning
   8. garbage collection
   9. noise pollution
   10. air pollution controls
   11. water pollution controls

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|

**Publications:**

Wood Decay in Houses, How to Prevent and Control It, Consumer Product Infor. P. O. Box 1205, Arlington, Va. 22210.
Buying or Building a Home, Better Business Bureau.
National Relocation and Housing Guide, Global Van Lines, One Global Way, Anaheim, Calif. 92803.
The House We Live In, An Environmental Reader, Sheridan Blau and John V. B. Rodenbeck, MacMillan, 1971, $6.00.

**Audio-Visual:**

The Housing Crisis, filmstrip, I-C-E RMC.
The Urban Crisis, film, I-C-E RMC.
Focus on America, film, I-C-E RMC.
The Northwest Region, film, I-C-E RMC.
What You Should Know Before You Buy a Home, U. S. Savings & Loan League, Modern Talking Pictures Service, 1212 Ave of the Am., N.Y., N.Y. 10036.
Garbage, I-C-E RMC.
A Place to Live, BAVI, 1696, $3 rental.
Junkdump, BAVI 7650, $9 rental, ICE RMC.
Cities in Crisis: What's Happening? BAVI, 0887, $7.50.
Little Boxes, song, Simon & Garfunkel.

**Community:**

Federal Housing Administration.
Housing and Urban Development.
Housing Authority.
Local Contractor.

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

CONCEPT NO. 12 - Stewardship

ORIENTATION Resource Conservation

*Integrated with:*

*UNIFYING AREA* Management of Personal and Family Resources

*SUBSTANTIVE AREA* Housing

| BEHAVIORAL OBJECTIVES | STUDENT–CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br><br>Applies stewardship principles when using electrical appliances so resources will be available for future generations. | A. Students define and discuss stewardship.<br>B. Students listen to guest speaker speaking on electrical capacity of homes (circuits).<br>C. Students give oral reports and lab demonstrations on various home appliances (include voltage requirements).<br>D. Students interview parents or others and/or read articles on electrical blackouts and electrical rationing.<br>E. Students write editorials and/or 25, 50 and 100 years from now articles on conserving electricity and the possible results of not conserving electricity.<br>F. Students take amp readings off of three home appliances and figure the amount of electricity used and the cost.<br><br>Amps x Volts = Watts<br>Watt 1000 x kilowatts<br>kilowatt x electrical co.'s charge= cost of running the appliance | A. Wisconsin Public Service or electric company area representative and/or electrician to speak on electrical capacity in homes.<br>B. Appliance salesman to speak about new types of appliances coming on market and amount of resources the new appliances consume. |
| **Affective:**<br><br>Believes in the importance of conserving electricity. | | |
| **Skills Used:**<br>1. Defining<br>2. Listening<br>3. Demonstrations<br>4. Interviewing<br>5. Writing | | |

(Continued)

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## SUGGESTED RESOURCES

**Publications:**

Reader's Guide
"Ways to Reduce Fuel Consumption on Household Heating" 0303-0888.
"Ways to Reduce Energy Consumption and Increase Comfort" 7700-020.
Consumer Product Infor., P. O. Box 1205, Arlington, Va. 22210.
Electrical Portable Appliance,
G. E. Housewares Div., Bridgeport, Conn., 06602.
Small Cooking Appliances,
Home Service Dept., West Bend,
400 West Washington, West Bend, Wis.

**Audio-Visual**: 53095. (Cont.)

"What Are We Doing to Our World?"
7251-7252, $21.00, BAVI.

**Community:**

Electrician.
Wisconsin Public Service or electric company representative.
Newspaper morgue.
Library.

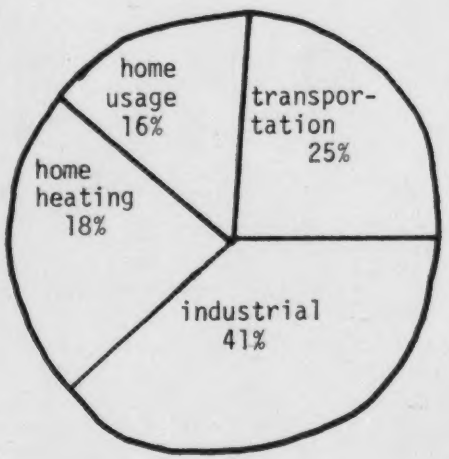
## CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (Continued)

Example: A toaster takes 9 amps
9 amps x 120 (house voltage) = 1080 watts
1080 watts ÷ 1000 = 1.08 kilowatts
1.08 kilowatts x $.15 electrical co. charge = $.16 to run a toaster for one hour.

Students may work out the different costs of using an electrical fry pan, stove burner, electrical griddle, and oven.

G. Transparency idea to stimulate discussion, Uses of Energy in the United States Today. From the Saturday Review, Oct. 28, 1972, pp. 64-66.
Electric Rates:
1st 100 = $.0362
500 = $.0243
900 = $.0224
over 1500 = $.0203




Publications: (Continued)

Small Electrical Appliances,
National Presto Ind.,
Eau Claire, Wisconsin 54702.
Environmental Cost of Electrical Power,
Dean E. Abrahamson Environment,
438 N. Skinker Blvd.,
St. Louis, Missouri, 63130.
Poll Findings on Usage of Electricity,
Environmental Science Center,
Golden Valley, Minn.

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

*Integrated with:*

CONCEPT NO. 5 - Air

*UNIFYING AREA* Management of Personal and Family Resources

ORIENTATION Air quality

*SUBSTANTIVE AREA* Housing

| BEHAVIORAL OBJECTIVES | STUDENT–CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br>Comprehends methods of air control in the home for comfortable living. | A. Students list methods air is manipulated in the home (heated, humidified, purified, etc.).<br>B. View and discuss Wisconsin Public Service slide series Total Comfort Control.<br>C. Listen to speakers on ways different equipment works. (Salesman describes how dehumidifier takes water out of the air.) | A. Furnace and appliance repairman speak to class on different types of furnaces available, i.e. forced air, hot water, etc.<br>B. Appliance salesman speaks on different types of appliances and how they function, i.e. humidifier, dehumidifier. |
| **Affective:**<br>Appreciates the role clean air plays in maintaining comfortable living. | | |
| **Skills Used:**<br>1. Listing<br>2. Viewing<br>3. Listening | | |

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## SUGGESTED RESOURCES

**Publications:**

Three Giant Steps to Clean Air,
7700-089 Consumer Product Infor.,
P. O. Box 1205, Arlington, Va. 2-210.
Air Pollution, John Quigley
Local Extension Service.
Are You Polluting Your Own Home?
Science Digest 66:22-6.
Facts About Gas Heaters, Gas Appliance
Mfg. Assn., 60 E. 42nd St., N.Y., N.Y.
10017.
Room Air Conditioners, Air Conditioning
Dept., G. E., Appliance Park,
Louisville, Ky. 40225. (Continued)

**Audio-Visual:**

Total Comfort Control,
Wisconsin Public Service.
Smog - simulation game, ICE RMC.
Air Pollution, 0678, $4.00 BAVI.

**Community:**

Appliance stores.
Furnace Manufacturers.

## CONTINUED OR ADDED LEARNING ACTIVITIES

Publications: (Continued)

Home Ventilating Fans,
Hunter Div.,
Robbins & Meyers, Inc.
2500 Frisco Avenue
Memphis, Tenn. 38114.

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

**Environmental:**

*Integrated with:*

**CONCEPT NO.** 11 - Individual Acts — *UNIFYING AREA* Management of Personal and Family Resources

**ORIENTATION** Aesthetics — *SUBSTANTIVE AREA* Housing

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Comprehends how the use of the design elements in housing produce significant environmental alterations over time.

**Affective:**

Shows awareness of the effects designs of housing play on the environment.

**Skills Used:**

1. Expressing feelings
2. Searching
3. Identifying
4. Discussing

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Teacher holds up large colored pieces of tag board and students write how they feel about specific colors (Ex. - red - warm, fire, excitement, danger).
   1. Teacher puts students favorite colored tab board in mock forest, landscaped yard, and dirt pile and discuss the aesthetic appeal.

Sample Questions:
   1. Which colors blend with the environment?
   2. Which colors stand out and emphasize the house?
   3. Which colors are most pleasing?

B. Teacher introduces basic lines ( \ — ⌒ / ).
   1. Students collect magazine housing pictures in which one type of line predominates.

C. Teacher introduces various textures (shiny, rough, smooth, fine, heavy, etc.).

(Continued)

**Outside or Community:**

A. Local interior decorator to discuss creating living environments.
B. Florist or naturalist to discuss bringing the outdoors indoors.

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## SUGGESTED RESOURCES

**Publications:**

Caprolan Color Quiz Book,
Allied Chemical Corp.
61 Broadway, N.Y., N.Y. 10006.
Color Wheel Coordinator,
Carpet Marketing
E. I. DuPont deNemours & Co., Inc.
Wilmington, Del. 19898.

**Audio–Visual:**

Decorating and Planning Your Home:
Some Basic Ideas, BAVI, 6786.
Decorating Made Easy, Sears.
Design for Living, BAVI, 0722.
Color, $4.00, BAVI, 7341.
Color Keying in Art and Living,
$3.50, BAVI, 0453.
Use Color with Confidence,
Rit Dye Best Foods Div.,
Corn Product Co., 717 - 5th Avenue,
N.Y., N.Y. 10022.
Color Newsreel, Modern, 1212 Avenue
of America, N.Y., N.Y. 10036.

**Community:**

## CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (Continued)

C. 1. Students collect various magazine housing pictures in which one type of texture predominates.

D. Student discussion of the type of living environment they want to create (exciting, restful, natural, etc.) and how to achieve this through color, line and texture.
   1. Students evaluate how the housing fits into natural surroundings.

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

*Integrated with:*

CONCEPT NO. 10 - Economic Planning — *UNIFYING AREA* Personal and Family Relations

ORIENTATION Environmental Aesthetics — *SUBSTANTIVE AREA* Housing

| BEHAVIORAL OBJECTIVES | STUDENT–CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br>Comprehends how over-consuming for home remodeling affects the environment. | A. Students walk through neighborhood around school,<br>1. teacher points out styles in housing of different time periods.<br>2. students analyze components of a home and lot in relation to functions (drain tile, eves troughs, and slope of land take water away from foundation) shrubs, flowers, trees, etc. enhance aesthetic and prevents soil erosion.<br>3. students work on scavenger sheets to find different styles of housing (Cape Cod, ranch, Swiss, Victorian, etc.) different styles of windows (bay, picture, dormer, sliding, swinging, permanent).<br>B. Class selects one house to analyze for remodeling.<br>1. Class views pictures of house and lists desirable and undesirable features.<br>2. Each student draws a solution for one undesirable feature (example:<br>(Continued) | A. Contractor talk on housing style.<br>B. Art instructor talk on line, color and proportion in housing.<br>C. Interior decorator talk on aesthetics in housing exteriors. |
| **Affective:**<br>Appreciates housing for its aesthetic lines, proportions and colors rather than the current style. | | |
| **Skills Used:**<br>1. Observing<br>2. Analyzing<br>3. Drawing | | |

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## SUGGESTED RESOURCES

**Publications:**

The Home, Morton & Others.
Homes with Character, Craig & Rush.
How to Get the Most for Your Money When you buy a Home, American Land Title Assn., 725 Eye St., N.W., Washington, D.C. 20006.
How to Buy a Good Window, Anderson Corp., Bayport, Minnesota 55003.
Home Improvement Booklets, Better Homes for All America, Dept. BN 5, 1716 Locust, Des Moines, Iowa 50303.
(Continued)

**Audio-Visual:**

**Community:**

Contractor
Interior decorator

## CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (Continued)

B. 2. an eavestrough that drains in the center front of the house could be moved to a front corner).
3. Students list money and natural resources needed to make the changes and determine whether they are warranted or not.

Publications: (Continued)

What You Should Know Before You Buy a Home, Modern, 1212 Ave. of Am., N.Y., N.Y. 10036.

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E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental:

CONCEPT NO. 3 - Carrying Capacity

ORIENTATION Resource Conservation

*Integrated with:*

*UNIFYING AREA* Management of Personal and Family Resources

*SUBSTANTIVE AREA* Foods and Nutrition

| BEHAVIORAL OBJECTIVES | STUDENT–CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br>Comprehends that food is a limiting factor in world population. | A. View and discuss the film, Hungry Angels.<br>B. Watch newspapers and magazines for articles dealing with world food problems.<br>1. Collect and display articles on bulletin board.<br>C. View film, Secret Hunger and discuss film and answer question, "What way will we handle world food problems in the future?"<br>D. Debate or panel discussion on meat boycotts and government controls. | A. Representative from County Extension Agency or Social Services.<br>1. Speak to students - "How food problems are handled among the poor." |
| **Affective:**<br>Perceives that food will limit the world's carrying capacity. | | |
| **Skills Used:**<br>1. Discussion<br>2. Graphic illus.<br>3. Listening<br>4. Debating | | |

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br><br>A Good Life For All,<br>U. S. Dept. of Agriculture<br>yearbook, ICE RMC.<br><br>**Audio-Visual:**<br><br>Hungry Angels, BAVI, #7349.<br>Secret Hunger, BAVI, #7918.<br>Tomorrow's World: Feeding the<br>Billions, BAVI, #7561-7562.<br>To Feed the Hungry, BAVI, #7913-7914.<br><br>**Community:**<br><br>County Extension.<br>Social Services. | |

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

CONCEPT NO. 6 - Resources

ORIENTATION Resource Conservation

*Integrated with:*

*UNIFYING AREA* Management of Personal and Family Resources

*SUBSTANTIVE AREA* Foods and Nutrition

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Analyze effects of available foods on quality of life.

**Affective:**

Devoted to the ideals of solving world food problems.

**Skills Used:**

1. Food preparation
2. Research
3. Graphic illustrations
4. Defining
5. Discussion
6. Developing projects

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Students define quality of life in terms of food available.
B. Lab on government commodity food preparation and low cost foods.
C. Develop project to support Children's Relief Fund or develop project to give food to a poor family in the area.
D. Search for current news articles about world food problems.
   1. Students note effect on quality of life and underline factors causing the food problems.
E. Students prepare bulletin board on "Current Food Problems."
   1. Display news articles around map indicating specific area of food problem. Example - Kwashiokor-Biafria.
F. Research effects of food additives and pesticides on available foods.
   1. Students view effects of pesticides and additives on foods under microscope (or)
   2. Students compare naturally grown foods with additives.

**Outside or Community:**

A. AFS student to relate food problems of his own country.
B. Community member to speak on raising organic foods.
C. FHA project to feed the poor.

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(Continued)

## SUGGESTED RESOURCES

**Publications:**

Today's Health
Prevention Magazine
Organic Gardening
For a World of Plenty, Union Carbide.
Life magazine, June, 1972, issue on mercury poisoning of fish.

**Audio-Visual:**

Nutrition for Young Minds, University Extension.
Expanded Nutritions Program, University Extension or BAVI.
Food and People, BAVI.
Who Shall Reap, BAVI.
Fraud Fighter, BAVI.

**Community:**

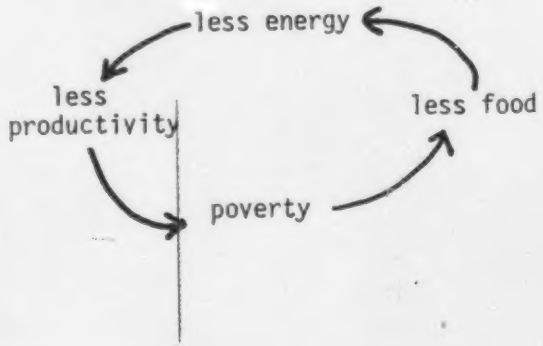
AFS student
Community member who raises organic foods.

## CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (Continued)

G. Report on current research and legislation related to available foods affecting the quality of life.
   Example: Mercury poisoning, botulism, seaweed, etc.
H. Students make up a menu for the year 2000 and orally respond to eating foods on this type of menu.

Bulletin board idea: "Cycle of too little food."

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Environmental:

*Integrated with:*

CONCEPT NO. 6 - Resources — *UNIFYING AREA* Management of Personal and Family Resources

ORIENTATION Resource Conservation — *SUBSTANTIVE AREA* Food and Nutrition

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

| BEHAVIORAL OBJECTIVES | STUDENT–CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br>Applies information about foods available throughout the world to own food sources and diet. | A. Students organize into groups to brainstorm types of foods available from:<br>1. Land<br>a. tropical<br>b. moist<br>c. arid<br>d. temperate<br>e. polar<br>2. Water<br>a. fish<br>b. salt<br>c. surface<br>d. bottom<br>B. Students research and present oral reports on types of foods from the various sources above and from various regions (Scandanavian, French, Oriental, etc.).<br>C. Tasting lab - collect foods from different climates and different parts of the world, prepare, and students taste. | A. Interview people who have traveled in other areas or are natives of other areas.<br>1. What staples do you use in your country?<br>2. How does geography affect food? etc.<br>B. Specialty or foreign food store. (tour) |
| **Affective:**<br>Acquaints self with unfamiliar foods. | | |
| **Skills Used:**<br>1. Identify food sources<br>2. Draw conclusions<br>3. Tasting | | |

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|

**Publications:**

Organic Gardening
Prevention Magazine
Forecast
Seafood and Health, 7700-079
Consumer Product Information
P. O. Box 1205
Arlington, Va. 22210.

**Audio–Visual:**

Food Cycle and Food Chains, BAVI.
Tomorrow's World: Feeding the Billions, BAVI.

**Community:**

Specialty stores.
Exchange students.
Natives of other lands.
Restaurant chefs.

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E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental:

CONCEPT NO. 6 - Resources

ORIENTATION Resource Conservation

*Integrated with:*

*UNIFYING AREA* Management of Personal and Family Resources

*SUBSTANTIVE AREA* Foods and Nutrition

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Comprehends changes in food sources and diets, throughout history.

**Affective:**

Appreciates technological advancements in provision of food.

**Skills Used:**

1. Identifies
2. Researching
3. Making continuum
4. Interviewing

## STUDENT-CENTERED LEARNING ACTIVITIES

**In-Class:**

A. View filmstrip, Food Through the Ages. Students define areas of history to be researched.
   1. Ancient civilization
   2. Middle Ages
   3. Modern times
B. Research factors that affect changing food habits of:
   1. Technology
   2. Mobilization, etc.
C. Place results on continum in forms of pictures, illustrations, slogans, etc. on bulletin board or wall.
   1. For example, illustrate: Cave man -- future dependency on nature or environment--control of nature and/or environment--control by nature.
D. Describe and compare resources used in preparing food in past and present.

**Outside or Community:**

A. Interview senior citizen regarding food sources and resources to be used in food preparation.
   1. What were some foods or food sources your family or you relied on as a child?
   2. What foods do you now rely on?
   3. What predictions can you make about the future?
   4. What differences do you experience between food now and food sources in the future?

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|

**Publications:**

Organic Gardening
Prevention Magazine
Forecast for Home Economics,
Feb., 1972.

**Audio–Visual:**

Food Through the Ages, Science
Research Associates.
History of Food Preservation, Ball.
Keeping Food Safe to Eat,
Consumer Product Information
P. O. Box 1205
Arlington, Va. 22210.
Food for a Modern World, BAVI.
History of Pressure Cooking,
Presto.

**Community:**

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

*Integrated with:*

CONCEPT NO. 2 - Ecosystem — *UNIFYING AREA* Management of Personal and Family Resources

ORIENTATION Resource Conservation — *SUBSTANTIVE AREA* Foods and Nutrition

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Comprehends the interaction of foods and the environment which forms an ecosystem.

**Affective:**

Believes in the importance of the interaction foods and environment play in forming an ecosystem.

**Skills Used:**

1. Defining
2. Listing
3. Debating
4. Observing

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Students define ecosystem.
B. Students list various ways food is wasted. Ex. - down disposal, thrown out in garbage, glutton--eating more than needed, foods left to spoil, etc.
C. Student debate - Clean plate club vs. throwing out undesired food.
D. Teacher demonstration of foods polluting the water system. Ex. - grease suspension, sugar dissolved in water, coffee grounds solution, milk clouding in water, foods run through garbage disposal, salt dissolved in water, etc.
E. Class go on a field trip to a sewage system.
F. Students write an essay on how they can protect the environment through wise use of foods.

**Outside or Community:**

A. Class take field trip to one or more of the following places to see how food wastes are taken care of:
   1. Grocery store
   2. Sewage plant
   3. Fruit and vegetable farm
   4. School cafeteria
   5. Restaurants
   6. Drive-in
B. State Board of Health personnel to talk on sanitary food regulations.

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|

**Publications:**

Eat and Grow Slim,
American Institute of Baking
400 East Ontario Street
Chicago, Illinois 60611
Home Refuse Storage,
Consumer Product Information
P. O. Box 1205
Arlington, Va. 22210.
Down the Drain,
Consumers Institute
GE Appliances Park
Louisville, Ky. 40225.

**Audio-Visual:**

Food Cycle and Food Chains,
BAVI, #5698.
Junkdump, Film, ICE RMC.
Garbage, Film, ICE RMC.
Food Preparation, Film, BAVI, #3163.

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**Community:**

Grocery store.
Sewage plant.
Fruit and vegetable farm.
School cafeteria.
Restaurant.
Drive-In.

State Board of Health personnel.

Environmental:

*Integrated with:*

CONCEPT NO. 1- Energy

*UNIFYING AREA* Human Growth and Child Development

ORIENTATION Resource Conservation

*SUBSTANTIVE AREA* Foods and Nutrition

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Comprehends the source of food energy. Comprehends the body's need for nutritious foods.

**Affective:**

Appreciates the sun as a supplier of nutrients.

**Skills Used:**

1. Graphic illustration
2. Defining
3. Discussion
4. Drawing

## STUDENT-CENTERED LEARNING ACTIVITIES

**In-Class:**

A. View and discuss the movie, The Magic Alphabet.
B. Students define in their own words, the following terms:
   1. Nutrition
   2. Vitamin
   3. Nutrients
   4. Fats
   5. Protein
   6. Carbohydrates
   7. Minerals
   8. Food Cycle
   9. Food Energy
C. Students draw a chart illustrating the cycle of food energy.
D. Charades with nutrients.
   1. Students divide into two groups.
   2. Each group makes up a list of nutrients for the other group.
   3. Object is for the students to guess the specific nutrient that is portrayed.
E. Students prepare notebook to be handed in on Nutrients.
   1. Illustrate
      a. Kind
      b. Source
      c. Function

**Outside or Community:**

A. School nurse to speak on "Role nutrients play in personal health."
B. Ecology specialist to speak on food cycle.

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(Continued)

## SUGGESTED RESOURCES

**Publications:**

Homemaking for Teenagers,
Text chapter 13, book 2,
McDermott, Norris & Nicholas
Chas. A. Bennett Co., Inc.
809 We. Detweiller Drive
Peoria, Illinois 61614;
Also at ICE RMC.
Food and You and The Wonder of You,
American Inst. of Baking
400 E. Ontario Street
Chicago, Illinois 60611.

**Audio-Visual:**

Food That Builds Good Health,
BAVI, #6716.
Magic Alphabet, BAVI, #1313.
Vitamin D, The Builder, BAVI, #3481.
Nutritional Needs of Our Bodies,
BAVI, #1834.
Nutritional Quackery, BAVI, #6993.
Nutrition Chart,
Lifetime Stainless Steel Cookware
West Bend, Wisconsin.

**Community:**

County Extension Agent.
School Nurse.

## CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (Continued)

F. Students play Nutri-Bingo.
G. Students participate in buzz session to answer question, "What is the ultimate source of all energy?"

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E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental:

CONCEPT NO. 9 - Management

ORIENTATION Resource Conservation

*Integrated with:*

*UNIFYING AREA* Management of Personal and Family Resources

*SUBSTANTIVE AREA* Foods and Nutrition

| BEHAVIORAL OBJECTIVES | STUDENT–CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br>Applies nutritional principles in managing, manipulating and changing the environment. | A. View the filmstrip, The Real You and discuss.<br>B. Review Basic 4 and 6 nutrient classifications.<br>C. Students record diet for three days and analyze in terms of calories, costs, and nutritional requirements.<br>D. Students suggest changes to make diet nutritionally adequate and also in terms of cost (low cost, moderate cost, and high cost).<br>E. Students suggest changes in food consumption and buying habits that can protect the environment.<br>F. Students plan a nutritionally adequate week's menu for a low income family. | A. A representative from a social service and welfare department to speak on food stamps and low cost meals for aged, etc.<br>B. A county extension agent to talk on the expanded nutrition program.<br>C. Dietician to talk on general nutritional needs. |
| **Affective:**<br>Develops a nutritional plan for managing, manipulating, and changing the environment. | | |
| **Skills Used:**<br>1. Viewing<br>2. Reviewing<br>3. Recording<br>4. Developing a plan | | |

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## SUGGESTED RESOURCES

**Publications:**

Family Food Budgeting, #0100-0873.
Calories & Weight, #0100-0813.
Nutrition, Nonsense and Sense, #7700-056.
Family Food Buying, #0100-1117.
All available from:
Consumer Product Information
P. O. Box 1205
Arlington, Va. 22210.
Home Meal Planner, General Foods,
White Plains, N.Y. 10602.

(Continued)

**Audio-Visual:**

The Real You, Consumer Comm.
Dept., Nat'l Livestock & Meat
Board, 36 S. Wabash, Chicago,
Illinois, 60603.
Acne, Modern Talking Picture Service, Inc.
1212 Avenue of the Americas,
New York, New York 10036.

**Community:**

Representative - social service.
Representative - welfare dept.

## CONTINUED OR ADDED LEARNING ACTIVITIES

Publications: (Continued)

Important Facts About Iron,
Consumer Products Div.
Miles Laboratories, Inc.
Elkhart, Indiana.
Vitamins and Your Health,
Nat'l Vitamin Foundation
250 West 57th Street
New York, N. Y. 10019.
Nutrient Content of Various Food Products,
Sealtest Foods, Consumer Service
605 - 3rd Avenue
New York, N. Y. 10022.

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E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental:

CONCEPT NO. 1 - Energy

ORIENTATION Soil Management

*Integrated with:*

*UNIFYING AREA* Management of Personal and Family Resources

*SUBSTANTIVE AREA* Foods and Nutrition

| BEHAVIORAL OBJECTIVES | STUDENT-CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br>Applies knowledge of photosynthesis to growing garden. | A. Research plant growth<br>1. Germination<br>2. Photosynthesis<br>3. Plant cycle<br>B. Collect and display a variety of seeds, (hybrid, treated, and natural).<br>C. Plant and feed variety of seeds by different methods. Experiment with types of soils, foods, compost heap, chemicals, amounts of light and temperature, pesticides (limit experimental conditions to see various results).<br>D. Beautify school grounds by planting and caring for a variety of plants.<br>E. Grow a variety of herbs and spices for classroom use in foods.<br>F. Write reports on various observations in growing different seeds and plants under a variety of conditions.<br>G. Research and report on growing variations under other climate conditions (altitude, humidity levels, severe weather conditions, etc.). | A. Guest speaker - vocational agriculture teacher on food growing techniques.<br>B. Health food store proprietor or manager of a large fruit or vegetable farm to speak on the desirability of organic vs. chemically controlled and manipulated food production.<br>C. Visit to florist to learn gardening methods and various ways of controlling pests. |
| **Affective:**<br>Acquaints himself with process of gardening that enhances the environment. | | |
| **Skills Used:**<br>1. Organic gardening:<br>a. Seeding<br>b. Weeding<br>c. Fertilizing<br>d. Pest control<br>e. Harvesting<br>2. Observation | | |

(Continued)

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## SUGGESTED RESOURCES

**Publications:**

The Bissell Home Handbook of Gardening, Bissell.
Agricultural Chemicals, Manufacturing Chemical Assoc.
How Does Your Garden Grow, S. C. Johnson & Son.
Flowers & Plants - Their Care & Arrangement, Soc. Am. Florists.
For a World of Plenty, Union Carbide.
Organic Gardening, periodical.
Insects & Diseases of Vegetables in Home Gardens, Gen. Service.

**Audio-Visual:** (Continued)

Making the Most of a Miracle, Am. Plant Food Journal.
Roots and All, Ag. Div. Am Cyanide Co.
Facts about Pesticides, Manufacturing Chemists.
See What Seed Can Do For You, Nat'l Garden Bureau.
Food From the Sun, BAVI, #6742.
Recycling Resources, ICE, filmstrip in no. Sg6.

**Community:**

## CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (Continued)

H. Discuss the food chain and write an essay on what foods man eats from each different parts of the food chain.
I. View, Recycling Resources, and play Recycling Resources game.

Publications: (Continued)

Chain of Life, A Story of a Forest Food Cycle, Pattricia Collins Public Library.

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

**Environmental:**

*Integrated with:*

**CONCEPT NO.** 11 - Individual Acts — *UNIFYING AREA* Management of Personal and Family Resources

**ORIENTATION** Additives and Pesticides — *SUBSTANTIVE AREA* Foods and Nutrition

| BEHAVIORAL OBJECTIVES | STUDENT–CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | **In-Class:** | **Outside or Community:** |
| **Cognitive:**<br>Comprehends the role food additives and pesticides play in environmental alterations over time. | A. Students define food additives.<br>B. Students collect cans, bags, boxes, etc. of food.<br>1. Read labels to determine and list the food additives<br>C. Students research the function of the various additives, and suggest alternate methods of preserving and enriching foods (Example: fortified, enriched, preserved, etc.).<br>D. Students exhibit preservative products and label functions in preserving foods.<br>E. Students compare foods with and without preservatives (Example: set out slice of bread, ONE WITH PRESERVATIVE AND ONE WITHOUT).<br>F. Students make chart showing types and functions of pesticides.<br>G. Students treat one variety of plant with different types of pesticides and determine effects (Ex. - Grow beans in milk cartons and treat with pesticides, then note growth of differently treated bean plants).<br>H. Students debate use of chemical pesticides and additives and their effect on the environment. | A. Agriculture teacher and/or exterminator, farmer or agriculture extension agent to talk on "The role and control of pesticides."<br>B. Food and Drug Administration representative to talk on "Types and control of food additives." |
| **Affective:**<br>Sensitive to the effects food additives and pesticides play in the environment. | | |
| **Skills Used:**<br>1. Defining<br>2. Collecting<br>3. Research<br>4. Exhibits<br>5. Graphic illustration<br>6. Comparison<br>7. Experimentation<br>8. Debate | | |

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## SUGGESTED RESOURCES

**Publications:**

The Silent Spring, Rachael Carson.
Pesticides and the Living Landscape, Robert L. Rudd, Univ. of Wis. Press Box 1379, Madison, Wis.
Pesticides and You, and Food Additives and You, Univ. of Wis. Ext., Madison.
Pesticides, 5504-0002, Consumer Product Information P. O. Box 1205 Arlington, Va 22210.

(Continued)

**Audio-Visual:**

Pesticides, (In the Ecological Crisis Series) Kit 14, ICE RMC.
What Are We Doing to Our World? BAVI, #7251-7252.

**Community:**

Agriculture teacher.
Exterminator.
Food & Drug Admin. Rep.
Canning Co. Rep.
Farmer.
Agriculture Extension Agent.

## CONTINUED OR ADDED LEARNING ACTIVITIES

Publications: (Continued)

Everyday Facts About Food Additives, Manufacturing Chemists Assn. 1825 Connecticut Ave., N.W. Washington, D.C. 20009.
Adolph's Granulated Sugar, Adolph's Ltd. 1800 W. Magnolia Blvd. Burbank, California.
Adolph's Low Sodium Products, Adolph's Ltd.
Pesticides Are Perilous, ICE RMC.

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

**Environmental:**

*Integrated with:*

**CONCEPT NO.** 2 - Ecosystem — *UNIFYING AREA* Personal and Family Relations

**ORIENTATION** Ecosystem Relationships — *SUBSTANTIVE AREA* Clothing and Textiles

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Comprehends the social and psychological effect clothing has on family and community systems.

**Affective:**

Acquaints self with a variety of clothing options and their interrelation in ecosystem.

**Skills Used:**

1. Observation
2. Recording
3. Discussion
4. Writing
5. Listing

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. View filmstrip, Clothing Communicates and discuss.
   1. Students brainstorm to tell how they can identify persons by what they wear.
      a. Nurses, police, butcher, etc.

B. Class writes personal reactions to a teacher-presented picture of a person. Ex. - hippy, liberal.

C. Students keep journal of other people's reactions to changing personal dress styles for three days. Ex. - student wears black finger nail polish and records others' reactions.
   1. Student then divides reactions into three groups:
      a. Teacher
      b. Students
      c. Other school personnel
   2. Determine any differences.

D. Write an essay on the interaction between personal clothing and personal relationships. For example, after viewing pictures of people dressed like hippies, ministers, models, etc., students explain what type of personality and relationships would be expected just basically because of dress.

**Outside or Community:**

A. Speakers:
   1. Psychologist
   2. Sociology teacher
   3. Employee from the employment office to relate to class how prospective employers view dress modes of different persons.

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br><br>Dress, Eleanor J. Gawne, Bess O. Oerke, Chapter 1.<br>Clothing, A Study in Human Behavior, Ryan, Mary S., Holt, 1965.<br><br>**Audio–Visual:**<br><br>Clothing Communicates, filmstrip,<br>J. C. Penny Co.<br>Young Fashion Forecast,<br>Public Relations, Dept. 703<br>Sears Roebuck & Co.<br>3301 West Arthington St.<br>Chicago, Illinois 60607.<br>Appearance Counts,<br>Home Econ Service Bureau,<br>The Van Heusen Co.<br>417 Fifth Avenue<br>New York, N. Y. 10016.<br><br>**Community:** | |

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E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

**Environmental:** *Integrated with:*

**CONCEPT NO.** 8 - Values and Attitudes *UNIFYING AREA* Personal and Family Relations

**ORIENTATION** Environmental Aesthetics *SUBSTANTIVE AREA* Clothing

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Cultural, economic, and social principles are applied to clothing selection. Comprehends the role values and attitudes play in clothing selection.

**Affective:**

**Skills Used:**

1. Listing
2. Clothing coordination
3. Discussion

## STUDENT-CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Clothing selection factors
   1. Students list environmental factors that could affect clothing selection, (Ex. - gas and coal shortage - less synthetics, animal extinction - less furs).
   2. Students list cultural factors that affect clothing selection. (Ex. - Amish wear black clothing, Indians wear beads.)
   3. Students list economic factors that affect clothing selection. (Ex. - wages, job, etc.)
   4. Students list social factors that affect clothing selections. (Ex. - upper class, gems, furs, etc.)

B. Cardboard Doll Activity.
   1. Students use cardboard doll and cutout clothes using economic, social, environmental, and cultural situations--dress doll appropriately to fit the role. (If students have not had design principles related to clothing they should be used in conjunction with dressing the doll.)

(Continued)

**Outside or Community:**

A. Botique shop proprieter. (Buyer from men and/or women's dept. store.) Talk about how "Clothes Make the Man."

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|

**Publications:**

How To Plan a Wardrobe,
Good Housekeeping Bulletin.
Make Fashion Work For You,
Educational Dept.
Vogue Pattern Service
Box 1752
Altoona, Pa.
Dress, Gawne and Oerke, Chapter 1.

**Audio-Visual:**

Vogue - magnetic doll.
Films:
Clothes and You: Line & Proportion
c/o Film Library
New York State College
Cornell University
Ithaca, New York.
Filmstrips:
Managing Your Clothing Dollars,
Money Management Institute
Household Finance Corp.
Chicago, Illinois.

**Community:** (Continued)

Audio-Visual: (Continued)

Figure Flattery Through Optical Illusions,
Educational Dept.
The Singer Company
30 Rockefeller Plaza
New York

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

CONCEPT NO. 4 - Water

ORIENTATION Water quality

*Integrated with:*

*UNIFYING AREA* Management of Personal and Family Resources

*SUBSTANTIVE AREA* Clothing

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Analyzes the effects of laundry products in terms of their cleaning ability and influence on purity of water.

**Affective:**

Belief in the importance of informed use of laundry products in maintaining and improving water quality.

**Skills Used:**

1. Research
2. Observing
3. Drawing Conclusions
4. Recording
5. Experimentation
6. Charting Techniques

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Students develop class notebook on their readings and research on water pollution resulting from household chemicals.
B. Students bring in boxes and bottles of laundry products.
   1. Examine variety and labels.
C. Perform tests on detergents in terms of water quality (acid, alkali, solids) and effects on fabrics (tensil strength, color, shrinkages, resiliency).
   1. Chart results and compare products.
D. In small groups, students test various laundry products on various fabrics.
   1. Compare results, especially according to phosphate level in detergents and amounts used. Test could include soaps, detergents, softeners, bleaches, bluing agents, disinfectants.
   2. Chart results.
E. Take water samples and have them tested for purity by chemistry department.
F. Study current legislation related to laundry products, water supply.

**Outside or Community:**

A. Chemistry Department to perform tests on water samples to determine purity.
B. Home economist from utility company to speak to class on laundry techniques.
C. County extension agent to speak about recent research on laundry products.
D. DNR spokesman to speak on the effect of phosphate on water.

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## SUGGESTED RESOURCES

**Publications:**

Soaps and Detergents for Home Laundering, 0100-1318 Consumer Product Infor. P. O. Box 1205, Arlington, Va. 22210.
Consumer Reports,
The Detergent Dilemma, Jan. 1971.
Good Housekeeping,
"Laundry Techniques for Modern Washers"
Forecast for Home Economics, Sept. 1971.
Primer for Home Laundry, Planning Home Laundry Center, available from Maytag.

(Continued)

**Audio-Visual:**

Dirty Water, simulation game, ICE RMC.
The Stream, ICE RMC.
Today's Easier Washday, available from Proctor & Gamble.

**Community:**

Dept. of Natural Resources.
Wisconsin Public Service.

## CONTINUED OR ADDED LEARNING ACTIVITIES

Publications: (Continued)

Laundry Know-How, booklet free from public utility company.
Detergent Phosphates and the Environment, FMC Corp., Inorganic Chemicals Division, 633 Third Avenue, N. Y., N. Y. 10017.

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E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental:

CONCEPT NO. 1 - Energy

ORIENTATION Energy Resources

*Integrated with:*

*UNIFYING AREA* Management of Personal and Family Resources

*SUBSTANTIVE AREA* Textiles

| BEHAVIORAL OBJECTIVES | STUDENT-CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br><br>Recognizes the role of the sun's energy in the production of natural textile fibers and textiles role in life processes. | A. View Cotton, Nature's Wonder Fiber.<br>1. Discuss how sun's energy relates to cotton production.<br>2. Have students list how they personally use cotton. Ex. - cotton balls, clothing, bedspreads, Q-tips.<br>B. View Wool, Golden Fleece.<br>1. Students discuss how sun's energy relates to wool production.<br>2. Students list how they personally use wool. Ex. - clothing, blankets, rugs, boot linings.<br>C. View Silkmakers of Japan.<br>1. Discuss sun's energy in relation to the production of silk.<br>2. Students list how they personally use silk. Ex. - clothing, pillow cases, etc.<br>D. Research flax and linen cycle and/or individual student presentations on flax and linen productions. | A. Area individual who has had personal contact and/or background in cotton, silk, linen or wool production. |
| **Affective:**<br><br>Perceives the relationship between the sun's energy and natural textiles production and their role in life processes. | | |
| **Skills Used:**<br><br>1. Viewing<br>2. Researching<br>3. Discussing<br>4. Listing | | |

(Continued)

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|

**Publications:**

Fiber and Fabrics, Ed. Dept. Vogue Pattern Service, Butterick Co., P. O. Box 1752, Altoona, Pa.
Dress, text, Gawne and Oerke, Chapter 3.

**Audio-Visual:**

Cotton, Nature's Wonder Fiber, BAVI, #4724.
Wool, Golden Fleece, BAVI, #2482.
Silkmakers of Japan, BAVI.
Plant and Their Importance, BAVI, #1682.

**Community:**

In-Class: (Continued)

D. 1. Discuss the sun's energy and how it relates to the production of silk.
2. Have students list how they personally use linen, Ex. - table cloths, clothes, handkerchiefs.

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

**Environmental:**

*Integrated with:*

CONCEPT NO. 6 - Resources

*UNIFYING AREA* Management of Personal and Family Resources

ORIENTATION Resource distribution

*SUBSTANTIVE AREA* Textiles

| BEHAVIORAL OBJECTIVES | STUDENT–CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br>Comprehends the significance of textile distribution and the effects on the quality of life. | A. Visit import store and/or import section of stores to view types of imported fabrics and clothing.<br>B. Research the origin of specific textiles (wool, Irish linen, Pendelton wool, Scotch plaid, cotton, nylon, acrylic, lace, etc.).<br>C. Pinpoint on world map area of specific textile origin (with miniature flags).<br>D. Collect and display samples of researched textiles. Ex. - garment made of this silk.<br>E. Foreign exchange student to speak on textiles used in her or his country and how it effects the quality of life. | A. Speaker from local fabric store.<br>B. Import buyer--talk on imported textiles.<br>C. U. S. Customs-Port Director 828 Cherry St., Green Bay, talk on import regulations.<br>D. Foreign exchange student. |
| **Affective:**<br>Appreciates the role textile distribution plays on the quality of life. | | |
| **Skills Used:**<br>1. Research<br>2. Display<br>3. Map reading | | |

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|

**Publications:**

The Wool Story-From Fleece to Fashion
Wool Ways, Pendleton Woolen Mills,
218 Southwest Jefferson Street,
Portland, Oregon 97201.
Fibers and Fabrics, Educational Dept.,
Vogue Pattern Service,
The Butterick Co., Inc.
P. O. Box 1752, Altoona, Pa.

**Audio-Visual:**

French Tapestries Visit America,
BAVI, #0785, $12.00 rental.

**Community:**

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E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental:

*Integrated with:*

CONCEPT NO. 9 - Management

*UNIFYING AREA* Management of Personal and Family Resources

ORIENTATION Resource Allocations

*SUBSTANTIVE AREA* Textiles

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Comprehends the role man-made textiles play in managing, manipulating, and changing the environment.

**Affective:**

Appreciates the role of man-made textiles in managing, manipulating, and changing the environment.

**Skills Used:**

1. Brainstorming
2. Viewing
3. Discussing
4. Creating a showcase

## STUDENT-CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Students sit in circle and brainstorm things in the room other than clothes that are made from textile fibers.
B. View and discuss Can You Imagine, film on role of textiles in daily life.
C. Create showcase of role man-made textiles play in daily life (excluding clothing). Examples: "Did you Know?" Tire with caption, "Tires are made of nylon."

**Outside or Community:**

A. County extension agent - everyday textiles.
B. Buyer from local fabric store--novelty fabrics.
C. Builder talk of textile products used in building.
D. Furniture store representative talk of textiles in furniture.
E. Electrician talk of textiles used by him.

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br><br>Fibers & Fabrics,<br>Education Dept. Vogue,<br>Butterick Co., Inc.<br>P. O. Box 1752, Altoona, Pa.<br>Fiber Facts, 1967-68,<br>American Viscose Division, FMC<br>1617 John F. Kennedy<br>Philadelphia, Pa.<br>Fabric Dictionary, same as for Fibers and Fabrics.<br>Understand Today's Textiles,<br>J. C. Penny, 1301 Ave. of Am., N. Y.<br>**Audio-Visual:**<br><br>Can You Imagine,<br>1212 Avenue of Americas<br>New York.<br><br>**Community:** | |

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E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental:

CONCEPT NO. 10 - Economic Planning

ORIENTATION Environmental Resources

*Integrated with:*

*UNIFYING AREA* Management of Personal and Family Resources

*SUBSTANTIVE AREA* Clothing and Textiles

| BEHAVIORAL OBJECTIVES | STUDENT-CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br>Analyzes implications regarding use of resources for textiles and the effects on environmental losses. | A. Textile Resources<br>1. Students identify textile sources of man-made and natural textiles. (Include fiber history.)<br>2. Students make up crossword puzzle using different textile terms.<br>3. Students make continua on natural textiles and one synthetic textile to see how the environment is affected. (Ex. - picture of lamb to cloth and discussion of the effects on the environment.)<br>B. Student group's study of natural fibers and the effect on land use and depletion of natural resources: Land preparation and restoration, textile production per acre, amount of raw material to finished product, population density in areas of textile production, pollution caused by textile production. (Report findings to class in small group discussion atmosphere.) | A. Fabric store rep. to talk about the stability of various textiles.<br>B. Mill Rep. to talk about textile production.<br>1. How much raw material is needed for a yard of finished product?<br>2. What types of pollution do textile industries have to work with?<br>3. How are flawed textiles disposed of? |
| **Affective:**<br>Assumes responsibility for protecting the environment when selecting textiles. | | |
| **Skills Used:**<br>1. Textile selection<br>2. Research<br>3. Report<br>4. Brainstorm<br>5. Laboratory procedures | | |

(Continued)

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## SUGGESTED RESOURCES

**Publications:**

Understanding Today's Textiles, J. C. Penny.
Fiber Primer, Am. Cyanamid Co.
Fabric Dictionary, Ed. Dept., Butterick.
Man-Made Fibers, Man-made Fiber Producers Association.
The Wool Story, Pendleton Wool Mills.
Fiber and Fabrics, Ed. Dept., Vogue Pattern Company
University Extension Pub.

**Audio-Visual:**

Man-Made Fibers, DuPont National Assoc. Manufacturers.
Can You Imagine, Modern Talking Pictures, 1212 Avenue of Americas, New York, New York.
Silk Makers of Japan, BAVI.
FMC Fibers and Films, Am Viscose Div. FMC Corp.

**Community:**

Area housewife to talk about how she disposes of clothing and other textiles that she no longer uses. Hospital rep. to talk about the types of textiles used in the hospitals and what is done to kill germs and how they dispose of worn out textiles.

## CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (Continued)

C. Students do laboratory tests to determine break down of fibers, (Ex. - burning cotton, nylon, etc. to see if it can be broken down and reclaimed to the environment.)

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E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

**Environmental:**

CONCEPT NO. 7 - Land Use

ORIENTATION Resource Conservation

*Integrated with:*

*UNIFYING AREA* Human Growth & Development

*SUBSTANTIVE AREA* Clothing & Textiles

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Comprehends the effect changes in family clothing have had on land use.

**Affective:**

Is sensitive to the effect changes in family clothing have had on land use.

**Skills Used:**

1. Research
2. Observation

## STUDENT-CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Students research the beginning of ready-to-wear. Work sheet sample questions.
   1. What factors caused the switch from hand-made clothing to ready-to-wear?
   2. How did this change effect the life style of the American woman?
   3. In what ways has this affected how we use our land in America? (prior to this, family farms had sheep to produce wool for cloth, etc.)
   4. When did the ready-to-wear industry take over the major clothing production in this country?

B. Visit museum to study clothing made entirely at home before ready-to-wear.
   1. How had this changed clothing styles?
   2. How has this changed family land use?
   3. How has this affected the American woman's life style?

**Outside or Community:**

A. History teacher
   1. How family clothing was obtained before the advent of ready-to-wear.
   2. Factors influencing the advent of ready-to-wear.

B. Museum - look at clothing that was made at home.

C. State Historical Society or local representative speak on clothing and bring in samples.

D. Grandmother or grandfather to speak on clothing styles in their time.

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br><br>History of Costume, text<br>American and World History Texts.<br><br>**Audio–Visual:**<br><br>Historical Fashion Portfolio, McCall's.<br><br>**Community:** | |

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

**Environmental:**

*Integrated with:*

**CONCEPT NO.** 7 - Land Use — *UNIFYING AREA* Management of Personal and Family Resources

**ORIENTATION** Resource Conservation — *SUBSTANTIVE AREA* Clothing & Textiles

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Recognizes the role the textile industry played in the industrial revolution and how it influenced changes in land use and centers of population density.

**Affective:**

Develops an awareness of the role the textile industry played in the industrial revolution and how it influenced changes in land use and centers of population density.

**Skills Used:**

1. Research.
2. Discussion.
3. Graphic illustration.
4. Logical thinking.

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Research textile and clothing inventions that were used just before the industrial revolution (sewing machine, cotton gin, etc.).
B. Class small groups and speculate on the effects of the industrial revolution on family land use and centers of population.
C. Class bulletin board illustrating:

**Outside or Community:**

A. Social studies or history teacher talk on industrial revolution.
B. Local museum.
C. State Historical Society.

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|

**Publications:**

Social Studies text.
Oliver Twist, Dickens.
David Copperfield, Dickens.
Dress, Gawne & Oerke.
Newspaper mogues.
Old magazines.
Cotton poster, National Cotton Council, P. O. Box 12285, Memphis, Tenn. 38112.

**Audio–Visual:**

**Community:**

In-Class: (Continued)

C. The tree trunk illustrates the farm family before the Industrial Revolution (the family was close knit and used the land directly). The top branches of the tree illustrate the effect the Industrial Revolution of the family (separation of family to work in factories, move to city housing complex, change barter to money, etc.).
D. Class makes textile industry continuum incorporating class research on inventions and illustrating cotton production.
E. Students role play actual people of the times and other students ask questions (students write questions night before). Ex. - student plays 14 year old factory worker (must answer first person present tense and support answers with facts). Typical questions:
   1. Where do you live?
   2. Where did you live before you moved to the city?
   3. How many hours do you work each day?
   4. How much do you earn?
   5. What is the place you live in like?
   6. How do you get to work?
   7. What are the working conditions?
   8. How many hours do you work?
   9. Do all the members of your family work?

   Roles related to textile industry and questions related to family.

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

**Environmental:**

**CONCEPT NO.** 10 - Economic Planning

**ORIENTATION** Resource Conservation

*Integrated with:*

*UNIFYING AREA* Management of Personal and Family Resources

*SUBSTANTIVE AREA* Clothing & Textiles

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Comprehends the use of textile resources and effects on long-term environmental losses.

**Affective:**

Accept responsibilities for preserving the environment when selecting clothing.

**Skills Used:**

1. Remaking clothing
2. Reusing clothing
3. Starting recycling programs

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Students study fashion cycle and its encouragement of wastefulness:
Fashion leader acceptance

Mass acceptance
Decline — Showings
Obsolescence
Inception — Originals
(Idea)

B. Students collect fashion pictures from earlier times and plan to restyle by adding or subtracting features or lines to be fashionable today.
C. Students make personal inventory of clothing (include new clothing, unused because of style, fit, etc.).
D. Students discuss what happens to unused clothing in the home.
E. Students bring in discarded or unused garments and class decides what could be done to make the garment usable.
F. Students brainstorm ways to use used clothing.
   1. Students make projects using used clothing. (Ex. - class makes a quilt to be given to a needy family at Christmas; students make stuffed animals from discarded clothing; etc.)

**Outside or Community:**

A. Speaker or representative from a service organization such as: Sheltered Industries, Brown County Hospital, etc. to inform students on uses for old clothes or scraps of fabrics.
B. Student survey community to discover what happens to discarded clothing.
   Questions:
   1. Do you give unused clothing to friends or relatives?
   2. Do you burn unused clothing?
   3. Do you put unused clothing in the garbage?
   4. Do you make rugs or other household items from unused clothing?
   5. Do you give clothing for rummage sales?
C. Students start a recycling program for clothing (students set up collection sites in the school for clothing and donate to worthy cause - church bazaar materials, workshops for the handicapped, etc.).

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br><br>Dress, Gawne and Oerke,<br>Chapters 2, 14, 16.<br>Mademoiselle.<br>Seventeen.<br>Vogue.<br>Teachers Curriculum Guide to Conservation, Unit II, Lesson 25, ICE RMC.<br><br>**Audio–Visual:**<br><br>Clothes and You, Coronet,<br>c/o Film Library<br>Cornell University<br>New York.<br>Young Fashion Forecast,<br>Sears Public Relations,<br>Dept. 703<br>3301 W. Arthington Street<br>Chicago, Illinois.<br><br>**Community:**<br><br>St. Vincent DePaul to talk about number of people who buy used clothing.<br>Local lady to demonstrate quilting techniques. | |

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

**Environmental:**

*Integrated with:*

CONCEPT NO. 12 - Stewardship

*UNIFYING AREA* Personal and Family Relations

ORIENTATION Environmental ethics

*SUBSTANTIVE AREA* Family Living

## BEHAVIORAL OBJECTIVES

**Cognitive:**

The student comprehends the significance of private ownership and using it without violating the rights of family members or others in the community.

**Affective:**

The student appreciates the rights of others and values private ownership.

**Skills Used:**

1. Discussion
2. Graphic illustrations
3. Keeping journal

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Students list on sheet of paper five personal possessions. Ex. - clothes, bicycles, records, etc.

B. Students discuss how some of these items might encroach upon the rights of others if they are not used as they were intended. Ex. - playing record player too loud, riding bicycle on neighbor's lawn, etc.

C. Students record incidents or examples within their community illustrating "violation on encroachment of rights" by neighbors, children, town officials, etc. Student presents incidents to the class. Discuss and evaluate stewardship.

D. Students prepare bulletin board or show case advocating the proper use of personal possessions so as not to violate rights of others.

E. Professional panel (principal, custodian, cook, parent, minister, and student) presents their feelings on the following situations.
   1. Snowmobiles and bicycles crossing lawns.
   2. Graffito (writing on public walls).

**Outside or Community:**

A. Social worker, lawyer or policeman talk to class on "Violation of Individual Rights."

B. Probation officer, prison guard, juvenile delinquency expert talk to class on "treatment of offenders."

C. Visit rehabilitation center.

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br><br>Homemaking For Teenagers,<br>Book 2, Chapter 2, ICE RMC.<br><br>**Audio—Visual:**<br><br>Family Teamwork and You,<br>BAVI, #6654, $4.50.<br>Family Life, BAVI, #0699, $2.00.<br>Your Family, BAVI, #2525, $2.00.<br>Your Family Budget, BAVI, #2526,<br>$2.25.<br><br>**Community:** | |

E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

**Environmental:** *Integrated with:*

**CONCEPT NO.** 9 - Management *UNIFYING AREA* Personal and Family Relations

**ORIENTATION** Environmental quality for man. *SUBSTANTIVE AREA* Family Living

| BEHAVIORAL OBJECTIVES | STUDENT–CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br>The student analyzes methods of managing, manipulating, or changing personal actions in problem situations. | A. Open ended statements<br>1. Students answer open ended questions<br>a. Stench.....<br>b. High noise level.....<br>c. Polluted water.....<br>d. Littered parks and beaches.....<br>2. Students write their solutions to above situations.<br>B. Students discuss how they would react to following situations.<br>1. Fellow asks for date, promises to come at 7:00 and doesn't come until 10:00. How do you react?<br>2. Fellow takes you to a dance and dances with your best friend all evening. How do you react?<br>3. Gal leads fellow on without commitment; he has asked her to marry him. How would fellow react? How does gal feel?<br>4. Friend throws a returnable pop bottle on the parkway each night after school. How would fellow react? How does gal feel? | A. Person from Division of Family Services, minister or priest.<br>1. Speak to students on methods of problem solving.<br>B. Representative from MENSA<br>1. Speak on how mental attitudes affect problem solving.<br>C. Representative from recycling project speaks on how the average homemaker can help preserve the environment through recycling wastes. |
| **Affective:**<br>The student develops a plan to manage, manipulate, or change personal actions in problem situations. | | |
| **Skills Used:**<br>1. Problem solving<br>2. Recording in diary<br>3. Critical thinking | | |

(Continued)

| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br>Marriage and Family Living, Landis and Landis.<br>"Positive Mental Attitude," Psychology Today.<br>Power of Positive Thinking, Norman Vincent Peale.<br><br>**Audio-Visual:**<br>Anger at Work, BAVI, #3842.<br><br>**Community:** | In-Class: (Continued)<br>C. Teacher introduces methods of problem solving.<br>1. Attack — meets problem head-on<br>2. Detour — skirts problem.<br>3. Standstill — knows problem exists but does nothing<br>4. Retreat — runs away from problem<br>D. Teacher uses a previous example to illustrate what method was employed. i.e., #C-1. If gal is gone when fellow arrives, she retreated; if she is home but says nothing, she is at a standstill; if she goes out and does not talk to him, see is detouring; or if she meets him head-on when he comes, she is attacking problem.<br>1. Students analyze remainder of situations in relation to problem solving methods.<br>2. Students keep personal diary for three days to determine what their individual pattern of problem solving is.<br>E. Class discussion of problem solving methods--which method is best? Weigh alternatives. Is there a best method? |

E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

**Environmental:**

*Integrated with:*

**CONCEPT NO.** 8 - Values and Attitudes *UNIFYING AREA* Personal and Family Relations

**ORIENTATION** Environmental Values *SUBSTANTIVE AREA* Family Living

| BEHAVIORAL OBJECTIVES | STUDENT–CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br><br>Analyzes influences of cultural, social, and political factors on family's values and attitudes toward the environment. | A. Students define values.<br>B. Students list cultural, economic, political, and social factors that could determine values, Ex. - Living in Russia.<br>C. Students research newspapers for articles concerned with environment and values. Ex. - Editorials, features, correspondents, Ray Pagel (G. Bay Press Gazette).<br>D. Interview people in the community on their environmental values.<br>Sample questions:<br>1. Is clean water important to you?<br>2. Are you affliated with any environmental organization?<br>3. Have you written to your congressman, DNR, etc. about cleaning up the water?<br>4. Could you name two ways you have helped save household water?<br>5. Do you think it is advantageous to use organic foods? | A. Local newspaper reporter to speak on environmental concerns in the community in the last two years? |
| **Affective:**<br><br>Appreciate factors that determine man's values and attitudes toward the environment. | | |
| **Skills Used:**<br>1. Interviewing<br>2. Identifying values<br>3. Writing<br>4. Researching<br>5. Recording<br>6. Debating<br>7. Sentence completion<br>8. Letter writing | | |

(Continued)

## SUGGESTED RESOURCES

**Publications:**

Penny's awareness materials
"Community Action for Environmental Quality" U. Extension.
National Audubon Society
Quarterly Wisconsin Survival Handbook, Doug LaFollette.

**Audio-Visual:**

I Never Looked at it That Way Before, Guidance Associates.
Garbage, ICE RMC.
LSD Trip or Trap, BAVI.
The Way Back-Heroin, BAVI.
Values for Teenagers - The Choice is Yours, Guidance Associates.
Diary of a Harlem Family, BAVI.

**Community:**

Guest speaker from the Ethnic Community on development of resources and the effects on minority groups and the environment.

## CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (Continued)

D. 6. How have environmental problems changed your style of living?
E. Record likes and dislikes for one week and/or rate twenty favorite activities and analyze these lists in terms of values (Ex. - likes to ski = values health).
F. View and listen to the Our Values series.
G. List individual value hierarchy (from the list in E. above put the most important values at the top and the less important at the bottom).
H. Write an essay on how individual values have changed from two years ago to the present and what influenced these changes.
I. Students use puppet plays of young married couples spending money and identify related values and classify as economics, cultural, political, and social. Ex. - A young couple buying a flashy new car could be trying to improve their social status.
J. Students debate personal values vs. environmental values. Ex. - Should people buy a cheap high phosphate detergent or a more expensive low phosphate detergent?
K. Students circularly respond to sentence completion problems on the environment.
Garbage is.....A lake.....
Over population can.....Paper mills.....
Smog could.....Having children.....
Sunshine.....Country is.....
Families.....
L. Students write to congressman, people's forum, DNR or TV action group to voice disapproval of environmental problems.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

**Environmental:** *Integrated with:*

CONCEPT NO. 7 - Land Use — *UNIFYING AREA* Personal & Family Relations

ORIENTATION Outdoor Recreation — *SUBSTANTIVE AREA* Family Living

## BEHAVIORAL OBJECTIVES

**Cognitive:**

The student analyzes inter-relationship of family leisure time and land use.

**Affective:**

Committed to leisure activities that do not abuse the land.

**Skills Used:**

1. Working in a group
2. Three dimensional illus.
3. Editorial writing

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. List family leisure time activities that do not abuse the land.
B. Make showcase to display resources used in family leisure time. Ex. - tennis racket made up of animal intestine, wood (plant).
C. Based on their observations, students compose editorial to local newspaper pointing out community use and abuse of land for leisure activities. Ex. - Group of five or six students compose introductory paragraph. Remainder of class pair off to develop recommendations to be put into logical paragraph sequence by group of five or six students.

ALTERNATIVE ACT: Presentation to sociology or psychology class.

**Outside or Community:**

A. Summer Recreation Directors "Types of recreation programs available for the family."
B. Specialist from YM or YW.
C. Teach leisure time activities. Ex. - yoga, judo, macrame.

| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br><br>Camp Recreation, ICE RMC.<br>Happier Vacations, Coleman Co., Wichita, Kansas 67201.<br>Creative Travel and Your Leisure Time, Harvest Years Publishing Co. Suite 741, 69 Market Street, San Francisco, Calif. 94705.<br>Conservation Piece, Mobile Homes Mfg. Association, Modern Talking Picture Service, 1212 Ave. of Americas, New York, New York 10036.<br><br>**Audio–Visual:**<br><br>Wisconsin Recreational Resources, BAVI, #4852, $5.00.<br><br>**Community:**<br><br>Travel Bureau. | |

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

*Integrated with:*

CONCEPT NO. 2 - Marriage is an Ecosystem

*UNIFYING AREA* Personal & Family Relations

ORIENTATION Ecosystem Interaction

*SUBSTANTIVE AREA* Family Living

| BEHAVIORAL OBJECTIVES | STUDENT–CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br>The student analzyes the family ecosystem and how it interrelates with other ecosystems. | A. Define family ecosystem.<br>1. Greek origin of word eco-house.<br>B. Write and act out plays showing typical interaction in the family ecosystem.<br>C. Relate family ecosystem to other ecosystem.<br>1. Neighborhood<br>2. Urban<br>3. Rural<br>4. Country<br>5. Culture<br>D. Tape (audio) a hypothetical example of an after-the-fact interview with members of families of a national disaster and how it affects the many ecosystems.<br>1. North Dakota floods<br>2. Hurricanes<br>3. Pandemic disease<br>E. Define needs (individual family)<br>1. Make bulletin board showing typical family needs.<br>F. Relate individual and family needs to the functioning of the ecosystem.<br>1. Situational puppet shows. Ex. - family goes on welfare and how it affects neighborhood ecosystem. | A. Guest speaker from social services to speak on different family speakers.<br>B. Guest speaker from community planning. Speak on specific community interactions. Ex. - Placement of a major highway system and how it affects residents. |
| **Affective:**<br>The student believes in the importance of a balanced family ecosystem and its interrelationships with other ecosystems. | | |
| **Skills Used:**<br>1. Defining<br>2. Relating<br>3. Dramatic illustrations<br>4. Verbal communications | | |



(Continued)

| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|

**Publications:**

Married Life, Riker and Brisbane, ICE RMC.
Life magazine, May, 1972, on 50-50 contract.
Life magazine, Communes.
"Open Marriage," Psychology Today.

**Audio-Visual:**

This Charming Couple, BAVI.
Families, BAVI, #7898, $4.75.

**Community:**

Social Services Department.
Community Planning Commission.

In-Class: (Continued)

G. Investigate various types of family structures.
   1. Monogamy
   2. Polygamy
   3. Matriarchial
   4. Patriarchial
   5. Polyandry
   6. Open contract
   7. Communes
   8. Extended
   9. Nuclear

h. Trace family tree to discover community interaction.

E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental:

*Integrated with:*

CONCEPT NO. 2 - Ecosystem *UNIFYING AREA* Human Growth & Development

ORIENTATION Environmental Quality for Man *SUBSTANTIVE AREA* Family Living

| BEHAVIORAL OBJECTIVES | STUDENT–CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br>Analyzes effects of family interaction on mental health of family members. | A. Buzz session to identify types of family interactions which affect mental health.<br>B. Dramatize and/or role play various family situations. Analyze possible effects of actions and behavior on mental well-being of all family members involved. Ex. - Father unemployed--reduced family income--reactions from neighbors.<br>C. Discuss influence of various types of family relationships on mental well-being of family members after reading case studies.<br>D. Use "two-seater" experience to attempt to have students understand what it feels like to be in another person's place and/or acquire empathy for another person.<br>Example for D:<br>Place two chairs out. Have one student sit in one chair and weigh one side of decision and then switch chairs and explore other side of decision. | A. Field trip and/or guest speaker from Community Service Center and County Hospital to speak on topic "How the family affects mental health." |
| **Affective:**<br>Values types of family interaction that contribute to mental health of members. | | |
| **Skills Used:**<br>1. Communication between family members.<br>2. Identification of problem areas in the family.<br>3. Self analysis<br>4. Dramatization<br>5. Discussion<br>6. Graphic illustration | | |

(Continued)

## SUGGESTED RESOURCES

**Publications:**

Power of Positive Thinking,
Dr. Norman Vincent Peale.
Psychology Today, Magazine.
Married Life, Riker & Brisbane,
(good reference for case studies).

**Audio-Visual:**

BAVI #7628, Don't Crowd Me.
BAVI #7256, Nature is for People.
BAVI #2725, Mental Health.

**Community:**

## CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (Continued)

E. List factors that contribute to and/or affect mental health, such as physical health, self concept, significance of others in life, etc.
   1. Relate personal behavior patterns to factors affecting mental health.
      a. Define behavior patterns:
         1. Pessimistic 3. Ectomorph 5. Messomorph
         2. Optimistic 4. Endomorph
   2. Analyze how own behavior patterns affect individual mental well-being or the mental health of others.

F. Identify personal and family values and goals as they relate to personal mental health. Ex. - Need for recreation to maintain good mental health. Need for social life to maintain good mental health.

G. Develop scrap book and/or bulletin board illustrating goals that would enhance good mental health. Write related values used in obtaining goals.

Example:

| Values | Goals |
|---|---|
| Education | College degree |
| Status | Picture of man or woman with cap and gown and diploma. |
| Money | |
| Social prestige | |

**Environmental:** *Integrated with:*

**CONCEPT NO.** 2 - Marriage is an Ecosystem *UNIFYING AREA* Personal & Family Relations

**ORIENTATION** Ecosystem Interaction *SUBSTANTIVE AREA* Family Living

## BEHAVIORAL OBJECTIVES

**Cognitive:**

The student will comprehend that good communications help form marital interaction and so an ecosystem.

**Affective:**

The student acquaints himself with communication theories relating to the marriage ecosystem.

**Skills Used:**

1. Brainstorming
2. Researching
3. Discussing
4. Role playing

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Define ecosystem. Students brainstorm on methods of communications
   1. Verbal
      a. Words
      b. Tone of voice
      c. Pace (fast, anxious, tense, slow, angry)
   2. Non-verbal
      a. Food
      b. Clothing
      c. Gestures
      d. Touch
      e. Eyes

B. Students research and discuss communication theories.
   1. Listen to "Are you Listening?" (audio tape).

C. Students role play situations in which communications are important, yet ignored.
   1. Student silently act out a scene of husband coming home from office after a bad day and wife doesn't notice.
   2. Students act out situation in which two women meet in grocery store and one is anxious to be on her way, but the other doesn't see this.

**Outside or Community:**

A. Minister or priest to talk about typical communication problems he sees in the couples he works with.

B. Social worker to talk about the importance of communication in marriage.

C. Speech teacher to talk about interpreting gestures, voice tones, voice pace, etc.

(Continued)

| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|

**Publications:**

Psychology Today, magazine.

**Audio–Visual:**

Are You Listening, (video-tape)
J. C. Penney.
And They Lived Happily Ever After,
film, Guidance Assoc.

**Community:**

Local Division of Family Services.
Minister.
Priest.
Social worker.
Speech teacher.

In-Class: (Continued)

C. 3. Students act out situation in which mother allows daughter to have the car to go shopping without consulting father and obviously is perturbed.
4. Students act out situation in which husband and wife argue over responsibilities in relation to garbage disposal.

D. Students act out the above situations paying careful attention to communications.
1. Wife notices husband had a bad day and quietly brings him his paper and leaves him alone for a while.
2. Women meet in grocery store and one is in a hurry. The other notices this and says she will quit talking, but call at the end of the week.
3. Mother consults father about allowing daughter to have car.
4. Husband and wife talk about responsibilities and decide to remove garbage on alternating months.

E. Students and teacher establish parallels between biological and family ecosystem.
1. Example: Variety and Diversity
Variety of plants in forest keeps forest strong and variety of forms of communication in the family keeps the family strong and interesting.
2. Interdependency and Dependency
Food chain interdependent in nature. Mother and child interdependent in family. (Mother must appeal to child mentally, emotionally; child has the responsibility to listen and anticipate.)
3. Change and Adaptability
Nature (evolution) is changing to survive life, death, growth. Underground family - members constantly must change the way they communicate. Children increase vocabulary and are expected to say more.
4. Pattern and Similarities
Nature follows patterns. Family members and families follow communication patterns in both form and content (facts, argumentation). Grocery store pattern - small talk. Wedding - don't give eulogy. Audience - speak differently to child than adult.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

*Integrated with:*

CONCEPT NO. 11 - Individual Acts — *UNIFYING AREA* Human Growth & Development

ORIENTATION Over-population vs. Family Planning — *SUBSTANTIVE AREA* Family Living

| BEHAVIORAL OBJECTIVES | STUDENT–CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br>Analyzes relationship of individual acts related to family planning and environmental alterations. | A. Collect and read related newspaper and magazine articles concerning family planning and over-population.<br>B. Discuss environmental alterations as affected by over-population.<br>C. View and discuss film, Family Planning in terms of effects on family life.<br>D. List factors to be considered in family planning.<br>1. Economic<br>2. Social<br>3. Environmental<br>E. Dramatize mock court case on future family size.<br>1. Students set up possible future laws (Ex. - taxing more than two children, sterilization after five children).<br>2. Students set up court and punish families who disobey laws.<br>F. Identify position on continuum related to family size. | A. Family service counselor and/or Children's Service Society to speak on effect of family planning on family life.<br>B. Zero Population Growth member and/or Planned Parenthood Assn. member to speak on the effect of over-population on the environment.<br>C. School nurse, public health nurse or local doctor to speak on the effect of family planning on health of child and mother. |
| **Affective:**<br>Forms a judgment concerning responsibility of determining family size. | | |
| **Skills Used:**<br>1. Identifies outside agencies and resources that might help family.<br>2. Draws conclusions<br>3. Supports opinions<br>4. Interviewing techniques<br>5. Critical thinking | | |

(Continued)

## SUGGESTED RESOURCES

**Publications:**

On The Beach, Public Library.
Population Bomb, Paul Erlich.
Brave New World, Audous Huxley.
1984, George Orwell.

**Audio-Visual:**

Family Planning, BAVI, ICE RMC.
The Committee, (abortion)
Diocesan Education Office.
Population Patterns In U.S.,
BAVI, #1581.
Population Problems in U.S.A.
Seeds of Change, BAVI, #6937.
Standing Room Only, BAVI, #6947.
Challenge to Mankind, BAVI, #0330.
Penny's Series on Values
Population Statistics, ICE RMC.
Population Friends, ICE RMC.
Human Ecology, ICE RMC.

**Community:**

Visit local family planning clinic.

## CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (Continued)

1. "Ellie Eliminate" Completely eliminate reproduction
   "ZPG"
   "Cleo Clone" Reproduce everything we now have.

G. Conduct opinion poll of students, young marrieds, recent graduates concerning family planning.
   1. How many children in your opinion make up the ideal family size?
   2. Do you see a relationship between family size and the environment? If so, what?
   3. Do you see a need for family planning in India? USA?

H. Research effects of spacing children, i.e., physical and social health of children, of mother, need for attention, etc.

I. Panel discussion: Abortion as a means of population control versus therapeutic abortion.

J. Write an essay on individual's responsibility for possible environmental alterations taking into consideration the above concepts developed.

K. Discuss effects of family planning on environment.

E. S. E. A. Title III – PROJECT I–C–E 53–70–0135–4

Environmental:

*Integrated with:*

CONCEPT NO. 4 - Water

*UNIFYING AREA* Human Growth & Development

ORIENTATION Water Quality

*SUBSTANTIVE AREA* Family Living

## BEHAVIORAL OBJECTIVES

**Cognitive:**

The student will analyze the role adequate supply of pure water plays in human growth and child development.

**Affective:**

The student will accept the responsibility to help conserve pure water as an essential natural resource for human growth and child development.

**Skills Used:**

1. Listing
2. Dramatics
3. Discussion
4. Computations

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Students list or make bulletin board listing water uses essential for living (Ex. - bathing, drinking, food preparation, maintain body functions, leisure, etc.).
B. Students calculate how much water a typical family of four need for a day.
C. Students record how much pure water their own family uses in one day (washing machine, food preparation, hygienic).
D. Students view and discuss film, City Water Supply, to understand water sources and problems.
E. Local speaker to talk on local water source and local water pollution problems and/or local dietician or nurse to talk on pure water in relation to health.
F. Students write proverbs, daffynishions, Confuscious say, or illustrate cartoons on ways to conserve pure water and combat the water pollution problem.

**Outside or Community:**

A. Biology teacher to talk about water needed for body function.
B. Sewage disposal plant trip to lake, river, etc.
C. Dietician or nurse to speak on pure water in relation to health.

| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|

**Publications:**

Wanted for Murder: Water Pollution Poster, ICE RMC.
So You're Going to the Beach, ICE RMC.
Clean Water - It's Up to You, ICE RMC.
What You Can Do About Water Pollution, 1971, 7700-088, Free Consumer Product Information P. O. Box 1205, Arlington, Va. 22210.
Water Pollution and You, Wisconsin University County Extension.

**Audio-Visual:**

Water Around Us, #2903, BAVI.
City Water Supply, #0433, BAVI.
Water for Farm & City, #4816, BAVI.
Ecology: Water Pollution, Kit 12, ICE RMC.

**Community:**

E. S. E. A. Title III — PROJECT I-C-E 59-70-0135-4

**Environmental:**

CONCEPT NO. 5 - Air

ORIENTATION Air Quality

*Integrated with:*

*UNIFYING AREA* Human Growth & Development

*SUBSTANTIVE AREA* Family Health

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Analyzes effects of adequate supply of clean air on health of family members.

**Affective:**

Assume responsibilities for controlling air pollution.

**Skills Used:**

1. Finding substitutes for products or practices that pollute air.
2. Practice methods of clean air control.
3. Writing
4. Collecting
5. Interviewing
6. Reading
7. Discussing

## STUDENT-CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Buzz groups to identify air pollutants.
   1. List on board
B. Read variety of references to identify respiratory problems precipitated by air pollution. "Farmer in the Dell" method of class reporting.
C. Experiment, using gelatin and petri dishes to identify effects of air pollution.
   1. Report findings on charts.
D. Panel discussion, "Relationship of air pollution to quality of life."
E. Interview knowledgeable persons, read variety of references and list practices contributing to control of air pollution.
F. Collect cartoons related to objectives; discuss. Students participate in Smog: The Air Pollution Game, Urban Systems, Game 1.
G. Write an analysis of effects of air pollution on health of family members. Discuss written analysis; write class article for school newspaper.

**Outside or Community:**

A. Guest speaker: Rep. from Wisconsin Public Service "Total Comfort Control" concerning air purification in the home.
B. Guest speaker from U. W. Extension Agricultural Agent to discuss relationship of clean air to growth.
C. Field trips to industries practicing satisfactory and poor air control.

(Continued)

| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br>Shadows Over the Land, Good Housekeeping, March, 1972, J. J. McCoy.<br>Air Pollution and You, Circular 676, April, 1971, U.W. Ext., John Quigley.<br>Household Equipment, Peet, Pickett, Arnold, Wolf, Wiley and Sons, 1970.<br>Pollution: What Extension Can Do About It.<br>Take Three Giant Steps to Clean Air, Environmental Health Service USDHEW, 1969.<br><br>**Audio-Visual:**<br>Filmstrips:<br>Environmental Crisis - What the Individual Can Do,<br>Man and His Environment, ICE RMC.<br>Films:<br>Poisoned Air, 6576-6777, BAVI.<br>Air Pollution, #0678, BAVI.<br>Man's Impact on His Environment, #2996, BAVI.<br>Smog-Simulation game, ICE RMC.<br><br>**Community:**<br>Write to members of the industrial community about curbing pollution. Ext. Service USDA. | In-Class: (Continued)<br>Collect newspaper articles citing problems of air pollution, i.e., case examples of killer smog in Los Angeles.<br>Identify problems relating to air pollution.<br>Identify industrial polluters after taking field trip.<br>Identify home equipment and practices that contribute to supply of clean air. |

Environmental:

CONCEPT NO. 7 - Land Use

ORIENTATION Noise Pollution

*Integrated with:*

*UNIFYING AREA* Management of Personal and Family Resources

*SUBSTANTIVE AREA* Family Living

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Comprehends the role transportation, economic conditions, population growth and increased leisure time play on population density and consequent noise pollution.

**Affective:**

Accepts responsibility for decreasing personal noise pollution.

**Skills Used:**

1. Observing
2. Classifying
3. Role playing

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Students spend a class period outside and write down various noises they hear.
B. Add to list other common noises.
C. Students listen and identify noises on pre-recorded audio tape.
D. Classify noises (transportation, economic, industrial, population density, leisure).
E. Students role play ways the family could lessen noise in everyday living (Ex. - family house on busy street with many loud, fast cars, family calls police to set up speed trap).
F. Students write essay on their responsibility for lowering noise level.

**Outside or Community:**

A. Environmental specialist George Howlett, Project I-C-E. Methods of control.
B. Industrialist. Methods used in industry to control noise.
C. Housewife. Show noise effects on her family.

| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br><br>Noise Pollution and You, Sounds & Silence, Wis. County Extension Agent, Environmental Science Center, 5400 Glenwood Avenue, Golden Valley, Minnesota or CESA 9, Project I-C-E.<br><br>**Audio–Visual:**<br><br>Film: Don't Crowd Me, BAVI, #7628, $6.00.<br>Quest for Quiet, Public Relations Dept., Air Conditioning-Refrigeration Institute 1815 North, Fort Meyer Dri., Arlington, Va. 22209.<br><br>**Community:** | |

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

**Environmental:**

CONCEPT NO. 3 - Carrying Capacity

ORIENTATION Over-population

*Integrated with:*

*UNIFYING AREA* Human Growth & Development

*SUBSTANTIVE AREA* Child Development

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Analyzes population growth patterns and the environmental carrying capacity.

**Affective:**

Judges problems and issues of population growth and the environmental carrying capacity.

**Skills Used:**

1. Defining
2. Mapping
3. Viewing
4. Reading
5. Writing
6. Creating games
7. Playing games
8. Judging

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Define and discuss "carrying capacity."
B. Students trace world, country, state, and city maps and color in terms of population density.
C. Students view and discuss film, Family Planning, and filmstrips Population Statistics, Population Trends, and Evolution and Extinction.
D. Students write and read to class stories about living in a crowded world. (Ex. - living in a high-rise, one-room, efficiency apartment.)
E. Students create and play game on living in uncrowded, crowded and overcrowded areas. (Ex. - Students make situation-solution cards, in uncrowded area they grow their own foods, in crowded, they drive to supermarket and in over-crowded areas, they walk or just choose foods they want off a large conveyor belt.
F. Students clip and collect newspaper and magazine articles related to population growth and write a value judgment on these articles.

**Outside or Community:**

A. Guest speaker, Zero Population Growth.
B. Guest speaker from "Planned Parenthood."

BEST COPY AVAILABLE

| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br><br>Population Bomb, Erhlich.<br>Expo '67 Halibut pamphlet<br>1984 by George Orwell.<br>Brave New World by Audus Huxley.<br><br>**Audio–Visual:**<br><br>ICE RMC -<br>Family Planning<br>Population Statistics<br>Population Trends<br>Evolution & Extinction<br><br>**Community:** | BEST COPY AVAILABLE |

E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental:

CONCEPT NO. 9 - Management

ORIENTATION Environmental Safety

*Integrated with:*

*UNIFYING AREA* Human Growth & Development

*SUBSTANTIVE AREA* Child Development

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Applies principles of safety and first aid to manage, manipulate and/or change the family or home environment.

**Affective:**

Complies with principles of safety and first aid to manage, manipulate and/or change the family or home environment.

**Skills Used:**

1. First aid techniques
2. Dramatization
3. Observation
4. Graphic illustration
5. Research
6. Listening

## STUDENT-CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Students look around home, Home Ed. area, school or on way to school for safety hazards.
B. Students compile safety hazard list and arrange on flannel board or tagboard.
C. Students design posters illustrating safety slogans for school safety campaign. (Ex. - Water skiing is fun but not in the school hallway. Picture of student or child slipping on floor--put near the bubbler).
D. Pretest--using two sets of index cards--one set with the injury; the second set with the treatment. Pass both sets out to class, each student receiving one card. Students match treatment with injury.
E. Have local fire dept. personnel give presentation on basic safety and first aid techniques.
F. Students research and practice first aid techniques on each other.
G. Role-play child care situations involving accidents. Perform proper first aid. Indicate how accident could have been avoided.
H. Post-test - using index cards as before.

**Outside or Community:**

A. Speakers such as public health nurse, school nurse, Phy. Ed. teacher, Red Cross or first aid instructors, or fire department.
B. Students volunteer to advocate safety principles. (Hammy student to put on skit such as carnival caller stressing safety principles.)

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br><br>First Aid for the Family, Metropolitan Life Insurance Company.<br>Sidewalk Vehicles, National Safety Council.<br>Playground Apparatus, National Safety Council.<br>Beware the Hazard You Can't See, National Safety Council.<br>Health Education Curriculum Guide, ICE RMC.<br>First Aid, Johnson & Johnson Co., 1965.<br><br>**Audio–Visual:**<br><br>Stitch in Time, film,<br>Sears, Roebuck Foundation,<br>c/o Film library<br>New York State College of Agriculture,<br>Cornell University, New York.<br>Incredible Journey, Sinclair Oil Co.,<br>c/o Cornell University.<br>A Word to the Wise, Federal Mutual Fire Insurance Co.,<br>same address as above.<br><br>**Community:** | BEST COPY AVAILABLE |

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

CONCEPT NO. 2 - Ecosystem

ORIENTATION Disease Control

*Integrated with:*

*UNIFYING AREA* Human Growth & Development

*SUBSTANTIVE AREA* Child Development

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Analyze interrelationship of disease, causes of disease, disease control, and the environmental ecosystem.

**Affective:**

Forms judgments as to personal responsibilities for the control of disease.

**Skills Used:**

1. Identify communicable diseases
2. Discussion
3. Research
4. Diagramming

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Define communicable disease and ecosystem. Class discussion.

B. Identify communicable diseases and classify them according to the carrier:
   1. man
   2. air
   3. water
   4. plants
   5. animals

   Small group brainstorming and reading, write on board.

C. Each student research a disease and trace its cycle to determine
   1. breeding ground
   2. length of life
   3. how prevented.

   Diagram the cycle and report to class.

**Outside or Community:**

A. Speakers such as public health nurse, doctor, dietician, or someone from the FDA.

B. Local rehab. counselor to talk on the effects of specific diseases on the human body.

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br><br>Facts About Health Quackery, Better Business Bureau.<br>Protecting Our Food, Yearbook of Agriculture, 1966, "Public Health Programs."<br><br>**Audio-Visual:**<br><br>Rat Problem, BAVI.<br>The Careless Ones, Sterling.<br>Improving America's Health, Your Health, Disease and Control, BAVI.<br>Counter-Attack, Parke, David & Co.<br>Body Defenses Against Disease, BAVI.<br><br>**Community:** | |

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E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental:

CONCEPT NO. 6 - Resources

ORIENTATION Resource Allocation

*Integrated with:*

*UNIFYING AREA* Human Growth & Development

*SUBSTANTIVE AREA* Child Development

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Comprehends the effect that resources have on child rearing practices in different areas of the world.

**Affective:**

Appreciates the effect resources have on child rearing practices in different areas of the world.

**Skills Used:**

1. Researching
2. Reporting
3. Classifying
4. Discussing
5. Story building

## STUDENT-CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Student groups research and report on child rearing practices of different groups of people in the world and relate the effect the resources available have on work or what children do during the day. (Ex. - toys, animals, work to be done.)

B. Students classify and discuss groups such as matriarchial, patriarchial, authoritarian, democratic, child-centered, adult-centered, etc.

C. Student story building. Teacher tells of a five year old boy who hits his four year old sister because she is playing with his truck. Each student then takes an ethnic group or pattern of child rearing and explains:
   1. Resources that could limit what may happen.
   2. Possible physical reactions.
   3. Possible emotional or psychological reactions.

D. Invite speaker from local Division of Family Services to speak to students. Topic: The role social, ethnic or economic conditions have on child rearing practices.

**Outside or Community:**

A. Representative from the Division of Family Services to speak on the role social, ethnic or economic conditions play in child rearing practices.

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br><br>The Developing Child text, Brisbane.<br>Childhood and Society, text,<br>Erik Erikson.<br>Dibs, Local Library.<br>One Little Boy, Local Library.<br>The Story of Sandy, Local Library.<br><br>**Audio–Visual:**<br><br>BAVI #3384, Children of Germany.<br>BAVI #0390, Children of Japan.<br>BAVI #0391, Children of Russia.<br>BAVI #0393, Children of the Alps.<br>BAVI #0388, Children of China.<br>Bathing Babies in Three Cultures,<br>Univ. of Illinois,<br>University Extension,<br>Champaign, Illinois.<br><br>**Community:**<br>Day care supervisor.<br>Local immigrants or those with a strong ethnic background. | |

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E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental.

*Integrated with:*

CONCEPT NO. 3 - Carrying Capacity *UNIFYING AREA* Personal & Family Relations

ORIENTATION Environmental Design *SUBSTANTIVE AREA* Child Development

| BEHAVIORAL OBJECTIVES | STUDENT–CENTERED LEARNING ACTIVITIES | |
|---|---|---|
| | In-Class: | Outside or Community: |
| **Cognitive:**<br>Analyzes the effects family's carrying capacity has on child's total development (physical, social, intellectual, and emotional). | A. Students make a bulletin board illustration of all types of child growth (physical, social, intellectual and emotional). Include factors that limit each type of growth.<br>B. Teacher explains examples of carrying capacity limitations in nature (only so many animals, trees, and plants in a forest because of available food, water, sun, etc.).<br>C. Students act out simulations of families with the same basic resources but with different family sizes.<br>D. Students write a letter from the standpoint of a teenager growing up in an environment of his or her choice showing the environmental factors affecting his family life and his future.<br>1. Write in first person and<br>2. Use cultural facts. | A. AFS exchange students talk about their culture and child rearing practices.<br>B. Students add to class discussion relating significant facts about the child rearing background and culture from their own particular ethnic background. |
| **Affective:**<br>Weighs alternatives related to the effect of carrying capacity on child development and family relationships. | | |
| **Skills Used:**<br>1. Writing<br>2. Graphic illustrations<br>3. Non-verbal skills<br>4. Dramatics | | |

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|

**Publications:**

Population Bomb, Paul Erhlich.
Childhood in Society, Erik Erikson.
It's A Good Life For All People, USDA, 1971 Yearbook of Agriculture.
Parents Magazine, "The Developing Child" by Holly E. Brisbane.

**Audio-Visual:**

BAVI:
Food, Clothing, and Shelter in Three Environments.
Standing Room Only.
Children's Emotions.
Preface to Life.
Children of Switzerland.
Children of the Alps.
Children of Japan.
Children of Fogo Island.
Children of Germany.

**Community:**

AFS student.
Social Studies teacher.
Local or county social services.
Public health nurse.

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

*Integrated with:*

CONCEPT NO. 8 - Values and Attitudes

*UNIFYING AREA* Human Growth and Development

ORIENTATION Environmental quality for man

*SUBSTANTIVE AREA* Child Development

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Analyzes environmental factors that influence a child's social and attitudnal development.

**Affective:**

Appreciates the role of the environment in social and attitudnal development.

**Skills Used:**

1. Observation
2. Making games
3. Interviewing

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Students define social behavior.
   1. List types of social behavior on board.
   2. List environmental factors and discuss how they affect social behavior. (Ex. - Change in family's economic status affects personal relationships and possessions.)
B. Students create children's games with recycled materials to enhance social interaction (games like soot, lion hunt, paper.)
C. Students demonstrate and revise games in class.
D. Class develops an observation sheet for analyzing social behavior and reliance on material possessions in children.
E. Pairs of students go out in community and observe and report on children's social behavior and attitudinal velopment (playground, grocery store, etc.).

(Continued)

**Outside or Community:**

A. Visit day nursery to observe social behavior and the influence to physical things and attitudinal
B. Visit Head Start Program; observe social behavior.
C. Interview neighborhood mothers on the effects of her child's association with peers.
   1. Does your child play harder when he is with others than when he is alone?
   2. Does your child depend upon material abundance for entertainment?
   3. Does your child value relationships with others more than "things?" etc.

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| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|
| **Publications:**<br><br>Play, Penneys.<br>Guide to Play and Playthings, FAO Children's World.<br>Parent's Guide, Fisher-Price Toys.<br>Press-Gazette articles on child abuse Sunday, July 2, July 3, etc. 1972.<br><br>**Audio-Visual:**<br><br>Children Without, BAVI.<br>The Time of Growing, Metropolitan Life.<br>Learning Basic Skills Thru Music, Hal Turner, album.<br><br>**Community:** | In-Class: (Continued)<br><br>F. Students make editorial newspaper (The Child Reporter) analyzing the effects of the environmental settings on social behavior and/or make up stories relating social interaction from observing pictures of children.<br>G. Children come to school for one day and students observe social behavior and use the interaction games they made up.<br>H. Panel discussion with different students responsible for different types of social behavior (shyness, boisterous, loving, attention-seeking, etc.) and these behaviors relationship to material possessions. |

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

**Environmental:**

CONCEPT NO. 12 - Stewardship

ORIENTATION Environmental Quality for Men

*Integrated with:*

*UNIFYING AREA* Human Growth & Development

*SUBSTANTIVE AREA* Child Development

## BEHAVIORAL OBJECTIVES

**Cognitive:**

Applies principles of operating a day care center to promote growth of individual children without encroaching upon others' rights.

**Affective:**

Assumes responsibility for children put in students' charge during nursery school.

**Skills Used:**

1. Planning
2. Evaluating
3. Rapport with children
4. Children's games and songs

## STUDENT–CENTERED LEARNING ACTIVITIES

**In-Class:**

A. Students brainstorm to identify what might be state regulations to operate a day care center (sample question)
   1. If you were to open a day care center, what types of non-curriculum related details would you have to attend to?
      List on board.
      a. Student-teacher ratio
      b. License
      c. Square feet per child
      d. Evacuation route
      e. Building inspection by fire department
      f. Sleeping area
      g. Toilet facilities
   2. If possible make one copy of state requirements book available to each student.
   3. Consult requirement book to check list on board--delete and add as necessary.

B. Invite speaker in to speak to students about regulations regarding day care centers and typical activities for children or visit a day care center to see one in action.

**Outside or Community:**

A. Local day care supervisor or Head Start supervisor speak on regulations on operating day care centers.

B. Local child development specialist to speak on typical day care operation.

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(Continued)

| SUGGESTED RESOURCES | CONTINUED OR ADDED LEARNING ACTIVITIES |
|---|---|

**Publications:**

State Day Care Requirements, Division of Family Services, Courthouse

**Audio–Visual:**

Setting the Stage for Learning, BAVI.
Teaching the 3's, 4's and 5's, Visual Aids Service, Division E of Univ. Ext., Champaign, Illinois (from same address as above)
Part I: Guiding Behavior and Teaching the 3's, 4's and 5's.
Part II: Setting the Stage.

**Community:**

Speaker from Division of Family Services to speak on child development and needs.

In-Class: (Continued)

C. Students participate in games, songs, and finger plays for children.
   1. Discuss what children learn by each activity.
   2. Ex. - head, shoulders, knees and toes; child learns placement of body parts, rhythms, and language.

D. Students plan and run a nursery school.
   1. One student is responsible for checking state requirements.
   2. Students take specific responsibilities.
      a. snack
      b. clean-up
      c. set-up
      d. games, etc.
      e. small group activity
      f. rhymes
      g. stories
      h. large group activity
   3. Activities for school should include opportunities for: leg muscle development, language development, music development, eye-hand coordination, socialization.

E. Students evaluate nursery school:
   Sample questions:
   1. What three things did you enjoy most?
   2. What three things did the children enjoy most?
   3. Relate cute expressions that took place.
   4. What evidences of social growth did you observe?
   etc. a. Physical
        b. Emotional

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